Educational and Occupational Participation and Completion Patterns of the Class of '88

June 2002

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BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER
SUPPORTING BC's EDUCATION SYSTEM

Educational and Occupational Participation and Completion Patterns of the Class of '88

A Ten Year Perspective

by Lesley Andres

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University of British Columbia

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Abstract

Ten years of findings from the *Paths on Life's Way* project are presented in this report. The *Paths* project began in 1989 with a provincial sample of the British Columbia high school graduating Class of 1988. By 1998, 1055 individuals from all parts of the province remained in the study.

Analyses of participation patterns reveal that very few respondents had not attended some type of post-secondary institution within ten years of high school completion. In each of the years between 1988 and 1998, the majority of respondents attended post-secondary institutions in British Columbia. By 1998, over 80% of respondents had earned at least one post-secondary credential.

Respondents who completed higher levels of post-secondary education tended to have obtained higher status jobs and earned higher incomes than those who did not attend or complete post-secondary studies. However, in terms of work and income, men benefited more than women from their post-secondary investments.

Respondents aspired and expected to obtain high levels of post-secondary education. Although aspirations and expectations diminished somewhat over the years, by 1998 they continued to remain high. Respondents believed in the benefits of post-secondary education and its relationship with better employment opportunities and overall life chances.

By 1998, two thirds of young women and half of the young men in this study were married or in marriage-like relationships. However, half of the men and approximately one third of the women remained single. One quarter of the women, but only 14% of the men had become parents by 1998. Marriage and child bearing patterns varied considerably by post-secondary completion status.

This study concludes by offering recommendations for further research, policy and practice. Recommendations for further research include a more detailed examination of out of province university participation, transfer patterns from community colleges to university colleges, factors contributing to non-completion, and the relationship among gender, education, and work. In terms of policy and practice, the findings suggest that current recruitment policies at post-secondary institutions in more remote areas of the province, transfer policies by university colleges, recruitment into apprenticeship programs, and high school and post-secondary counselling practices could be investigated with the goal of enhancing post-secondary participation and completion by B.C. young adults.

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Purpose of the Study

The purpose of this BCCAT commissioned report is to provide a comprehensive portrait of the educational and occupational experiences of the1988 British Columbia graduating Class of '88. Since 1989, over 1000 individuals from this cohort have participated in the ***Paths on Life's Way*** Project. A secondary purpose is to assess whether useful recommendations can be generated to enhance B.C. post-secondary policy and practice. The *Paths* Project is the only longitudinal study of its kind in British Columbia and one of a handful of longitudinal studies of youth in Canada. Data collection now spans ten years and was designed to provide a detailed examination of students' lives, choices, and post-secondary education and work experiences across different points in time and in relation to changing social and cultural conditions.

Background

Phase I of this study began in1989, when a survey of Grade 12 graduates was conducted by the British Columbia Research Corporation and the British Columbia Institute of Technology, under contract with the Ministry of Education and the Ministry of Advanced Education and Job Training. At that time, the purpose of the study was to collect baseline data on a sample of this cohort and to determine respondents' post-secondary attendance patterns within one year of high school graduation. Questionnaire data provided information about family background, high school experiences and plans for further study, views about education and work, educational aspirations and expectations, academic achievements and post-high school status one year after high school graduation. High school and post-secondary records provided demographic information such as sex, geographic location, curricular differentiation and grade point average achieved in high school, and post-secondary institution attended. Respondents to this survey included 5345 individuals from the Class of '88. A detailed analysis of Phase I can be found in Andres *(2002a)*.

In 1993, Phase II of this project was conducted. The purpose of the follow-up study was to collect longitudinal data about students who remained in the post-secondary system, those who had graduated or left the system, and those who had never participated in formal post-secondary education. The Phase II questionnaire focussed on the educational paths of respondents, experiences within the post-secondary system, occupational experiences, and views about the relationships among education, work, and skills, and life long learning. In total, 2030 individuals responded to the Phase II survey. (See Andres, 1995 and Andres, 2002b for an in-depth analysis of Phase II survey results.)

In 1998, Phase III of this project was carried out. At this time, mail out survey questionnaires were sent to 1988 high school graduates ten years following high school graduation who had participated in Phases I and II. In addition to the themes explored in the first two phases, the Phase III survey included detailed questions about skills and training, geographic mobility, and health and wellbeing issues. The 1055 survey respondents to Phase III represents 5% of the entire graduating cohort and 20% of respondents to the original 1989 survey sample. Andres (2002c) documents the findings of this phase, including representativeness of the sample.

Representativeness of the Sample

When the 1989 respondents (n=5345) are compared with the original target sample (n=10,000), the sample is biased toward women. The original target sample included 52% females and 48% males. In 1989, 57% women and 43% men responded to the Phase I follow-up. When comparing the 1989, 1993 and 1995 follow-ups, the sample has remained remarkably stable in terms of gender composition, age, and geographic location. In 1998, respondents from 71 of 75[1] school districts remained in the study. Over time, however, the proportion of those who had completed academic courses in high school and were eligible for university entrance increased.

---

[1] In 1988, there were 75 school districts in British Columbia. After reorganization in 1998, this number was reduced to 60.

Appendix A contains a table of response rates in relation to a question about post-secondary status in 1989. This table demonstrates that university participants in 1989 were more likely to stay in the study over time, and non-participants were not. However, the degree of sample bias does not suggest that the findings of this report cannot be generalized.

This Report

In this report, the educational, occupational and life experiences of the1055 respondents to all three phases of the ***Paths on Life's Way Project*** questionnaires are documented. Because this study followed the same individuals over a 10 year period of time, data from this project provides a unique and detailed account of patterns and relationships over an extended period of time.

Data are reported primarily in tabular format. Because there is ample evidence to indicate that young women and men's participation patterns within the institutions of education, the labour market, and the family differ (e.g., see Andres, *in press*) all analyses are conducted by gender. Where possible, sample totals are provided also.

The report is organized into five sections. Section A provides an overview of participation of study respondents between 1988 and 1998 and a detailed analysis of post-secondary participation and completion patterns. Also, this section includes related information including student financial assistance and interinstitutional transfer. Section B contains labour market information and Section C documents respondents' educational backgrounds, influences, and views about education and work. Demographic information is located in Section D.

Section A – Post-Secondary Participation Patterns, 1988-1998

By 1998, that is 10 years after high school graduation, 982 of the 1055 respondents to all phases of this study indicated that they had attended a post-secondary institution at some time since September 1988. As reported in Table 1, most post-secondary participants attended between 1988 and 1993 or both between 1988-93 and 1993-98. Gender differences in overall participation patterns are small.

Only 57 individuals or 5% of respondents indicated that they had never attended a post-secondary institution at some time since September 1988 (Table 1). Slightly more men (6.2%) than women (5%) were persistent non-participants.

Table 1. Post-secondary attendance between September 1988 and February 1998 by Sex

	Females		Males		Total	
	n	%	n	%	n	%
Attend between 1988 and 1993 only	154	25.0	90	21.3	244	23.5
Attend between 1993 and 1998 only	14	2.3	15	3.6	29	2.8
Attend in 88-93 and 93-98	418	67.7	291	69.0	709	68.2
Never attended	31	5.0	26	6.2	57	5.5
Valid Total	**617**	**100.0**	**422**	**100.0**	**1039**	**100.0**
Unable to determine	10	1.6	6	1.4	16	1.5

In the 1993 and 1998 questionnaires, respondents were asked to provide details about post-secondary institutions

they attended, programs in which they were enrolled, and the credentials they earned since 1988. Also, they were asked to respond to questions about educational choices and student financial assistance.

Institutions Attended

In the following tables, attendance at post-secondary institutions within and outside British Columbia are reported for each year from 1988 to 1998. Respondents were asked to include both full-time and part-time attendance in all programs (*e.g.*, academic, vocational, career, college preparation, adult basic education, upgrading) in any institution attended during this time period. Since one student could have attended more than one institution in a given year, the numbers in Tables 2 to 5 represent the total number of post-secondary places occupied by the respondents to this survey.

Tables 2 and 3 summarize the proportion of post-secondary places occupied by respondents at various institutional settings both within and outside of British Columbia. According to Table 2, between 1988 and 1993, over 80% of post-secondary participants attended public post-secondary institutions in British Columbia. By 1998, this proportion declined to 65%. In each year except 1996-97 and 1997-98, men were slightly more likely than women to attend public post-secondary institutions in BC.

The opposite trend is evident for participation at private BC institutions and public and private post-secondary institutions outside BC. In 1988-89, only 8% of female and male participants attended public post-secondary institutions (primarily universities) outside BC. By 1995-96, this proportion had increased to 18%, then remained at 17% between 1996 and 1998. In the first five years of this study, women were more likely to study at public out of province institutions. However, between 1994 and 1998, a greater proportion of men than women attended out of province public institutions.

Between 1988 and 1993, participation at private training institutions in and outside BC hovered at 4 to 5%. By 1993-94 this figure increased to 8% and by 1997-98, 19% of respondents reported attending these types of institutions. In every year, more women than men attended private institutions.

Tables 4 and 5 provide details about post-secondary participation at BC post-secondary institutions. In all years, the highest proportion of post-secondary attendance was at BC universities and in all but one year, a higher proportion of men than women were university students. The gender gap ranged from 1% in 1997-98 to 11% in 1995-96.

The proportion attending BC universities increased between 1988 and 1993 from 34% by women and 44% by men to 50% and 59% respectively. Between 1993 and 1998, the proportion attending BC universities declined; by 1997-98, only 32% of men and 31% of women post-secondary attendees were in BC universities.

Participation at BC community colleges followed a U – shaped pattern over the ten years of this study. Approximately one quarter of post-secondary participants attended these institutions in 1988. By 1993-94, this proportion had dropped to 9% then increased to between 12 to 16% over then next four academic years. It was only in the last three years of this study that men's participation at community colleges exceeded that of women.

In 1988-89, 23% of attendees were enrolled in what are now university-colleges. In each subsequent year, the proportion of enrolments declined. By 1997-98, only 8% of post-secondary participants attended BC university colleges. Similar to community college participation, in most years more women than men attended university colleges.

Very few post-secondary attendees (2%) enrolled in institutes of technology and vocational institutes directly out of high school. By 1993, enrolment had increased to 6% and by 1997-98 to 12%. It is interesting to note that, except for 1988-89, in each year more females than males indicated that they had attended BCIT.

In 1988-89, 6% of places occupied by respondents to this survey were at out of province universities. Over the years, this proportion gradually increased; by 1997-98, 15% of the post-secondary places occupied by participants in this study were at out of province universities. In contrast, no more than 2% of respondents moved out of province in any given year to attend community colleges or university colleges. Also, few places were occupied at private training institutions in or outside BC. Details of participation patterns at out of province institutions are described in Appendix B.

Table 2. Post-secondary Destinations between September 1988 and August 1993 by Institutional Type by Sex

	Sept. 1988 to Aug. 1989			Sept. 1989 to Aug. 1990			Sept. 1990 to Aug. 1991			Sept. 1991 to Aug. 1992			Sept. 1992 to Aug. 1993		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Public Post-secondary Institutions Within B.C.:															
Community Colleges	98	50	148	85	44	129	55	30	85	37	21	58	46	24	70
University Colleges	89	57	146	75	46	121	53	26	79	40	16	56	38	19	57
Voc.or Tech.Institutes	5	9	14	15	13	28	17	11	28	18	14	32	24	14	38
Universities	127	111	238	150	123	273	184	141	325	198	148	346	175	141	316
Total	**319**	**227**	**546**	**325**	**226**	**551**	**309**	**208**	**517**	**293**	**199**	**492**	**283**	**198**	**481**
Total % p.s. places	**86**	**90**	**87**	**86**	**90**	**88**	**86**	**88**	**87**	**82**	**88**	**84**	**81**	**83**	**82**
Public Post-secondary Institutions Outside B.C.:															
Community Colleges	7	2	9	7	3	10	8	3	11	3	5	8	6	5	11
University Colleges	1	2	3	0	2	2	0	1	1	0	1	1	0	0	0
Universities	21	15	36	29	14	43	30	17	47	44	17	61	36	28	64
Total	**29**	**19**	**48**	**35**	**18**	**53**	**37**	**20**	**57**	**47**	**22**	**69**	**42**	**33**	**75**
Total % p.s. places	**8**	**8**	**8**	**9**	**7**	**8**	**10**	**8**	**10**	**13**	**10**	**12**	**12**	**14**	**13**
Private Post-secondary Institutions															
Private Training Institutions in B.C.	9	2	11	3	3	6	3	3	6	4	1	5	6	4	10
Private Training Institutions outside B.C.	8	4	12	5	2	7	2	3	5	3	1	4	4	0	4
Other	7	1	8	8	2	10	9	2	11	9	4	13	14	5	19
Total	**24**	**7**	**31**	**16**	**7**	**23**	**14**	**8**	**22**	**16**	**6**	**22**	**24**	**9**	**33**
Total % p.s places	**6**	**3**	**5**	**4**	**3**	**4**	**4**	**3**	**4**	**4**	**3**	**4**	**7**	**4**	**5**
Grand Total Places	**372**	**253**	**625**	**376**	**251**	**627**	**360**	**236**	**596**	**356**	**227**	**583**	**349**	**240**	**589**

Table 3. Post-secondary Destinations between September 1993 and February 1998 by Institutional Type by Sex

	Sept. 1993 to Aug. 1994			Sept. 1994 to Aug. 1995			Sept. 1995 to Aug. 1996			Sept. 1996 to Aug. 1997			Sept. 1997 to Feb. 1998		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Public Post-secondary Institutions Within B.C.:															
Community Colleges	25	16	41	38	20	58	21	21	42	29	20	49	18	21	39
University Colleges	26	20	46	24	19	43	19	9	28	18	6	24	17	4	21
Voc.or Tech.Institutes	25	13	38	32	14	46	24	16	40	26	9	35	21	11	32
Universities	128	111	239	85	83	168	72	54	126	54	48	102	48	36	84
Total	**204**	**159**	**364**	**179**	**136**	**315**	**136**	**100**	**236**	**127**	**83**	**210**	**104**	**72**	**176**
Total % p.s. places	**76**	**81**	**78**	**77**	**79**	**78**	**69**	**68**	**69**	**68**	**67**	**68**	**65**	**64**	**65**
Public Post-secondary Institutions Outside B.C.:															
Community Colleges	5	1	6	0	2	2	2	2	4	3	2	5	2	1	3
University Colleges	0	0	0	4	1	5	5	3	8	3	1	4	0	1	1
Universities	35	24	59	24	23	47	23	25	48	22	24	46	23	18	41
Total	**40**	**25**	**65**	**28**	**26**	**54**	**30**	**30**	**60**	**28**	**27**	**55**	**25**	**20**	**45**
Total % places	**15**	**13**	**14**	**12**	**15**	**13**	**15**	**21**	**18**	**15**	**21**	**17**	**16**	**18**	**17**
Private Post-secondary Institutions															
Private Training Institutions in B.C.	7	5	12	9	3	12	12	4	16	13	8	21	10	7	17
Private Training Institutions outside B.C.	2	2	4	1	3	4	6	3	9	6	4	10	5	6	11
Other	15	6	21	14	7	21	11	9	20	15	5	20	16	7	23
Total	**24**	**13**	**37**	**24**	**13**	**37**	**29**	**16**	**45**	**34**	**17**	**51**	**31**	**20**	**51**
Total % p.s. places	**9**	**7**	**8**	**10**	**7**	**9**	**15**	**11**	**13**	**18**	**13**	**16**	**19**	**18**	**19**
Grand Total Places	**268**	**198**	**466**	**231**	**175**	**406**	**195**	**146**	**341**	**189**	**127**	**316**	**160**	**112**	**272**

Table 4. British Columbia Public Post-secondary Institutions Attended, September 1988 to August 1993 by Sex

	Sept. 1988 to Aug. 1989			Sept. 1989 to Aug. 1990			Sept. 1990 to Aug. 1991			Sept. 1991 to Aug. 1992			Sept. 1992 to Aug. 1993		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Community Colleges:															
Camosun	7	1	8	11	2	13	6	3	9	6	6	12	9	5	14
Capilano	13	3	16	12	4	16	5	3	8	5	2	7	4	1	5
Douglas	23	8	21	19	4	23	15	5	20	9	4	13	10	6	16
East Kootenay (Rockies)	4	5	9	3	4	7	4	2	6	1	1	2	1	0	1
King Edward Campus VCC[2]	1	1	2	1	0	1	0	0	0	0	0	0	2	0	2
Langara	14	7	21	16	10	26	7	3	10	3	2	5	4	3	7
New Caledonia	15	7	22	10	7	17	11	7	18	6	3	9	7	2	9
North Island	1	1	2	3	2	5	1	0	1	1	1	2	3	1	4
Northwest	7	1	8	1	0	1	1	0	1	1	0	1	2	1	3
Northern Lights	2	2	4	1	0	1	3	1	4	0	0	0	0	0	0
Open College	0	1	1	3	0	3	0	0	0	2	0	2	1	0	1
Selkirk	11	11	22	5	9	14	1	4	5	3	2	5	2	4	6
V.C.C. City Centre	0	2	2	0	2	2	1	2	3	0	0	5	1	1	2
Subtotal	**98**	**50**	**148**	**85**	**44**	**129**	**55**	**30**	**85**	**37**	**21**	**58**	**46**	**24**	**70**
% Total P.S. Places	**26**	**20**	**24**	**23**	**18**	**21**	**15**	**13**	**14**	**10**	**9**	**10**	**13**	**10**	**12**
University-Colleges:															
U.C. of the Fraser Valley	19	7	26	14	5	19	11	4	15	9	5	14	5	4	9
Kwantlen U.C.	7	6	13	8	6	14	7	3	10	3	2	5	5	3	8
Malaspina University-College	18	9	27	15	6	21	10	6	16	8	2	10	11	2	13
Okanagan University College	32	22	54	28	16	44	17	10	27	13	6	19	12	4	16
U. C. of the Cariboo	13	13	26	10	13	23	8	3	11	7	1	8	5	6	11
Subtotal	**89**	**57**	**146**	**75**	**46**	**121**	**53**	**26**	**79**	**40**	**16**	**56**	**38**	**19**	**57**
% Total P.S. Places	**24**	**23**	**23**	**20**	**18**	**19**	**15**	**11**	**13**	**11**	**7**	**10**	**11**	**8**	**10**
Institutes of Technology & Vocational Institutes:[3]															
B.C.I.T.	5	9	14	14	12	26	13	10	23	12	11	23	18	11	29
Emily Carr Inst. Art & Design	0	0	0	0	1	1	2	1	3	3	1	4	3	2	5
Justice Institute	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1
Pacific Marine Training Inst.[4]	0	0	0	1	0	1	2	0	2	2	2	4	2	1	3
Subtotal	**5**	**9**	**14**	**15**	**13**	**28**	**17**	**11**	**28**	**18**	**14**	**32**	**24**	**14**	**38**
% Total P.S. Places	**1**	**4**	**2**	**4**	**5**	**4**	**5**	**5**	**5**	**5**	**6**	**5**	**7**	**6**	**6**
Universities:															
Simon Fraser University	25	26	51	34	27	61	53	36	89	63	35	98	59	32	91
University of BC	62	53	115	66	57	123	71	63	134	74	67	141	52	65	117
University of Northern BC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
University of Victoria	36	29	65	44	35	79	52	37	89	51	39	90	51	39	90
Open University	1	1	2	1	2	3	3	2	5	5	3	8	7	3	10
Royal Roads	0	1	1	1	1	2	1	1	2	1	1	2	1	0	1
Trinity Western University	3	1	4	4	1	5	4	2	6	4	3	7	5	2	7
Subtotal	**127**	**111**	**238**	**150**	**123**	**273**	**184**	**141**	**325**	**198**	**148**	**346**	**175**	**141**	**316**
% Total P.S. Places	**34**	**44**	**38**	**40**	**49**	**44**	**51**	**60**	**55**	**56**	**65**	**59**	**50**	**59**	**54**
Total	**319**	**227**	**546**	**325**	**226**	**551**	**309**	**208**	**517**	**293**	**199**	**492**	**283**	**198**	**481**
% Total P.S. Places	**86**	**90**	**87**	**86**	**90**	**88**	**86**	**88**	**87**	**82**	**88**	**84**	**81**	**83**	**82**

[2] King Edward Campus and V.C.C. City Centre are two campuses of Vancouver Community College.

[3] Since 1988, the Nicola Valley Institute of Technology and the Institute of Indigenous Government have become part of the B.C. public post-secondary system. None of the respondents in this study attended these institutions.

[4] The Pacific Marine Training Institute became part of BCIT in 1994.

Table 5. British Columbia Public Post-secondary Institutions Attended, September 1993 to February 1998 by Sex

	Sept. 1993 to Aug. 1994			Sept. 1994 to Aug. 1995			Sept. 1995 to Aug. 1996			Sept. 1996 to Aug. 1997			Sept. 1997 to Feb. 1998		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Community Colleges:															
Camosun	6	2	8	4	3	7	5	5	10	3	4	7	1	4	5
Capilano	4	1	5	6	3	9	2	3	5	5	2	7	1	3	4
Douglas	1	1	2	8	3	11	4	1	5	3	1	4	3	1	4
East Kootenay	0	1	1	0	1	1	1	1	2	2	0	2	0	0	0
King Edward Campus VCC	2	0	2	2	1	3	1	2	3	2	3	5	1	2	3
Langara	4	2	6	3	1	4	0	1	1	3	1	4	4	2	6
New Caledonia	3	2	5	6	3	9	1	3	4	1	5	6	0	4	4
North Island	3	1	4	2	2	4	2	1	3	4	1	5	3	1	4
Northwest	0	1	1	1	0	1	0	0	0	0	0	0	2	0	2
Northern Lights	1	0	1	0	0	0	1	0	1	2	0	2	0	0	0
Open College	0	1	1	2	1	3	1	1	1	2	1	3	0	0	0
Selkirk	1	4	5	3	1	4	2	1	3	1	1	2	2	2	4
V.C.C. City Centre	0	0	0	1	1	2	1	2	3	1	1	2	1	2	3
Subtotal	**25**	**16**	**41**	**38**	**20**	**58**	**21**	**21**	**42**	**29**	**20**	**49**	**18**	**21**	**39**
% Total P.S. Places	**9**	**8**	**9**	**16**	**12**	**14**	**11**	**14**	**12**	**15**	**16**	**16**	**11**	**19**	**15**
University-Colleges[5]:															
U.C. of the Fraser Valley	2	4	6	4	4	8	4	1	5	5	2	7	4	0	4
Kwantlen	2	5	7	3	2	5	3	1	4	3	0	3	4	1	5
Malaspina University College	8	1	9	7	2	9	4	1	5	6	0	6	3	1	4
Okanagan University College	10	3	13	6	5	11	6	3	9	3	2	5	5	1	6
U. C. of the Cariboo	4	7	11	4	6	10	2	3	5	1	2	3	1	1	2
Subtotal	**26**	**20**	**46**	**24**	**19**	**43**	**19**	**9**	**28**	**18**	**6**	**24**	**17**	**4**	**21**
% Total P.S. Places	**10**	**10**	**10**	**10**	**11**	**11**	**10**	**6**	**8**	**10**	**5**	**8**	**11**	**4**	**8**
Institutes of Technology & Vocational Institutes:															
B.C.I.T.	18	10	28	25	11	36	17	12	29	20	7	27	14	8	22
Emily Carr College	1	2	3	2	2	4	3	1	4	1	0	1	1	0	1
Justice Institute	3	0	3	3	0	3	3	3	6	4	2	6	4	2	6
Pacific Marine Training Inst.	3	1	4	2	1	3	1	0	1	1	0	1	2	1	3
Subtotal	**25**	**13**	**38**	**32**	**14**	**46**	**24**	**16**	**40**	**26**	**9**	**35**	**21**	**11**	**32**
% Total P.S. Places	**9**	**7**	**8**	**14**	**8**	**11**	**12**	**11**	**12**	**14**	**7**	**11**	**13**	**10**	**12**
Universities:															
Simon Fraser University	37	22	59	24	19	43	21	12	33	13	10	23	13	11	24
University of BC	51	54	105	36	40	76	31	28	59	26	26	52	18	15	33
University of Northern BC	2	0	2	0	0	0	0	3	3	0	2	2	1	2	3
University of Victoria	27	28	55	20	20	40	14	9	23	6	9	15	8	6	14
Open University	8	5	13	2	2	4	4	1	5	7	0	7	7	1	8
Royal Roads	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1
Trinity Western University	3	2	5	3	2	5	2	1	3	2	0	2	1	0	1
Subtotal	**128**	**111**	**239**	**85**	**83**	**168**	**72**	**54**	**126**	**54**	**48**	**102**	**48**	**36**	**84**
% Total P.S. Places	**48**	**56**	**51**	**37**	**48**	**41**	**37**	**37**	**37**	**29**	**39**	**33**	**31**	**32**	**31**
Total	**204**	**159**	**364**	**179**	**136**	**315**	**136**	**100**	**235**	**127**	**83**	**210**	**104**	**72**	**176**
% Total P.S. Places	**76**	**81**	**78**	**77**	**79**	**78**	**69**	**68**	**69**	**68**	**67**	**68**	**65**	**64**	**65**

[5] University colleges were granted degree granting status only after 1990. However, to compare participation rates between 1988 and 1998, they are grouped separately.

Credentials Earned

Of the 1055 respondents to all phases of this study, 574 women and 382 men attended post-secondary institutions between 1988 and 1993. Of the attendees, 67% of the women and 54% of the men earned at least one post-secondary credential by 1993.

Tables 6 and 7 document the types of post-secondary credentials earned and highest credential awarded by August 1993. According to Table 6, men were more likely than women (39% vs. 32%) to earn bachelors degrees as a first credential, but 8% of women, compared with only 1% of men reported completing professional degrees. Conversely, women were more likely to earn certificates. Equal proportions of men and women were awarded diplomas as first credentials.

Second and third credentials were most likely to be certificates. Considerably more women than men earned bachelors and professional degrees as a second or third credential.

Table 6. Type of Post-Secondary Credential Earned by 1993 by Sex

	1ST credential				2nd credential				3rd credential			
	Females		Males		Females		Males		Females		Males	
	n	%	n	%	n	%	n	%	n	%	n	%
Certificate	129	34	55	27	20	33	10	39	2	25	4	67
Diploma	89	23	47	23	14	23	4	15	0	0	0	0
Associate Degree	11	3	5	2	2	3	1	4	0	0	0	0
Bachelors Degree	122	32	81	39	13	21	2	8	4	50	0	0
Professional Degree	29	8	1	1	12	20	2	8	2	25	0	0
Masters Degree	0	0	1	1	0	0	2	1	0	0	0	0
Doctoral Degree	0	0	0	0	0	0	0	0	0	0	0	0
Ticket or License	4	1	16	8	0	0	5	19	0	0	2	33
Unspecified	0	0	0	0	0	0	0	0	0	0	0	0
Total	**384**	**100**	**206**	**100**	**61**	**100**	**26**	**100**	**8**	**100**	**6**	**100**

In Table 7, the highest credential earned by the entire sample within five years of high school graduation is reported. By 1993, just under 8% of respondents had not attended a post-secondary institution since September 1988. Twenty-two percent had attended, but had not competed any credential. Women (17%) were much less likely than men (29%) to fall into the university non-completer category but were equally as likely to be a non-university non-completer. Approximately 20% of both women and men had earned bachelors degrees as their highest credential. Women were more likely than men to have earned professional degrees, certificates and diplomas. By 1993, only three men had completed masters level study. Completion of a ticket was rare, but four times as many men than women earned this type of credential.

Table 7. Highest Credential Earned by August 1993 by Sex

	Females		Males		Total	
	n	%	n	%	n	%
Non-participant	43	6.9	35	8.3	78	7.5
Non-university non-completer	85	13.7	60	14.2	145	13.9
Certificate	121	19.5	52	12.3	173	16.6
Diploma	93	15.0	51	12.1	144	13.8
Ticket	4	1.0	18	4.3	22	2.1
University non-completer	107	17.3	122	28.8	229	22.0
Bachelors degree	125	20.2	79	18.7	204	19.6
Professional degree	41	6.6	3	0.7	44	4.2
Masters degree	0	0.0	3	0.7	3	0.3
Doctoral degree	0	0.0	0	0.0	0	0.0
Valid Total	**619**	**100.0**	**423**	**100.0**	**1042**	**100.0**
Unable to determine	8	1.3	5	1.2	13	1.2

Tables 8 and 9 depict all the types of credentials earned and highest credential awarded between 1988 and 1998. Bachelor degrees were the most common first credentials earned by both women and men, followed by certificates and diplomas. Women earned more professional degrees as first degrees. Second and third credentials were most likely to be professional degrees, certificates, diplomas and bachelors degrees. Women earned more professional degrees and men earned more graduate degrees as second credentials. These findings are consistent with gender differences at the national level (Andres, *in press*). Very few post-secondary participants earned a fourth credential. Both women and men earned an average (mean) of 1.5 credentials.

Table 8. Type of Post-Secondary Credential Earned by 1998 by Sex

	1ST credential				2nd credential				3rd credential				4th credential			
	Females		Males		Females		Males		Females		Males		Females		Males	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Certificate	147	28	69	21	57	28	34	25	12	32	6	29	4	44	1	33
Diploma	116	22	53	16	28	14	17	13	11	29	1	5	1	11	0	0
Associate Degree	11	2	5	2	2	1	1	1	0	0	0	0	0	0	0	0
Bachelors Degree	192	37	167	50	37	18	16	12	6	16	1	5	1	11	1	33
Professional Degree	44	8	9	3	47	23	29	22	6	16	3	14	1	11	0	0
Masters Degree	1	0	1	0	16	8	21	16	2	5	3	14	0	0	0	0
Doctoral Degree	0	0	0	0	0	0	1	1	0	0	2	10	0	0	0	0
Ticket or License	4	0	18	5	1	1	6	5	0	0	2	10	1	11	0	0
Unspecified	9	2	12	4	15	7	8	6	1	3	3	14	1	11	1	33
Total	**524**	**100**	**334**	**100**	**203**	**100**	**133**	**100**	**38**	**100**	**21**	**100**	**9**	**100**	**3**	**100**

According to Table 9, around 28% of female and 34% of male respondents earned bachelors degrees as their highest credentials. Certificates, diplomas and professional degrees were the next most frequently earned credential. More women earned professional degrees and more men completed graduate (masters and doctoral) degrees. Few respondents reported earning associate degrees.

By 1998, very few (5%) of women and men in this study had never attended a post-secondary institution. The non-completion rate had dropped considerably from 1993. By 1998, 16% of men and 11% of women had engaged in post-secondary studies but had not completed any type of post-secondary credential[6].

Table 9. Highest Credential Earned by 1998 by Sex

	Females		Males		Total	
	n	%	n	%	n	%
Non-participant	31	5.1	24	5.8	55	5.4
Non-completer	66	10.8	68	16.4	134	13.1
Certificate	108	17.6	49	11.8	157	15.3
Diploma	108	17.6	47	11.4	155	15.1
Associate degree	8	1.3	4	1.0	12	1.2
Ticket	5	1.0	19	4.6	24	2.3
Bachelors degree	174	28.4	142	34.3	316	30.8
Professional degree	93	15.2	37	8.9	130	12.7
Masters degree	19	3.1	21	5.1	40	3.9
Doctoral degree	0	0.0	3	1.0	3	0.3
Valid Total	**612**	**100.0**	**414**	**100.0**	**1026**	**100.0**
Unable to determine	15	2.4	14	3.3	29	2.7

[6] Because of changes to the post-secondary system, it is not possible at this time to separate university non-completers from non-university non-completers.

Financing Post-secondary Studies

In Table 10, the proportion of individuals attending post-secondary institutions between 1988 and 1998 who had ever taken out a student loan is reported. Slightly more women (50%) than men (48%) reported financing their post-secondary studies with student loans. However, it should be noted that more than half of those who participated in post-secondary studies sometime over this ten year period did not take out student loans.

Table 10. Student Loans Incurred between 1988 and 1998 by Sex

	Females		Males		Total	
	n	%	n	%	n	%
No	296	50.5	220	55.6	516	52.5
Yes	290	49.5	176	44.4	466	47.5
Valid Total	**586**	**100.0**	**396**	**100.0**	**982**	**100.0**
Missing	0	0.0	0	0.0	0	0.0

According to Table 11, of women with student loans, 37% had accrued balances of $10,000 or less, 35% owed between $10,000 and $20,000 and 29% owed more than $20,000. Patterns of indebtedness by men were very similar (38%, 34% and 28% respectively).

Table 11. Total Amount of Student Loans Incurred between 1988 and 1998 by Sex

	Females		Males		Total	
	n	%	n	%	n	%
$1 to 4,999	46	16.3	31	18.6	77	17.1
$5,000 to 9,9999	57	20.2	33	19.8	90	20.0
$10,000 to 14,999	61	21.6	37	22.2	98	21.8
$15,000 to 19,999	37	13.1	19	11.4	56	12.5
$20,000 to 24,999	36	12.8	20	12.0	56	12.5
$25,000 to 29,000	17	6.0	12	7.2	29	6.5
$30,000 to 34,999	12	4.3	3	1.8	15	3.3
$35,000 to 39,999	6	2.1	6	3.6	12	2.7
$40, 000 or greater	10	3.5	6	3.6	16	3.6
Valid Total	**282**	**100.0**	**167**	**100.0**	**449**	**100.0**
Missing	9	3.1	11	6.2	20	4.3

Interinstitutional Transfer

Phase II of the *Paths* project was funded by the B.C. Council on Admissions and Transfer. Because the dynamics of transfer by post-secondary participants among the various types of post-secondary institutions was, and continues to be, of central interest to the Council, the 1993 questionnaire included a series of questions related to intended and actual transfer. Of those respondents who had ever attended a post-secondary institution between 1988 and 1998, 48% (49% of females and 45% of males) indicated that they had indeed intended to transfer and further specified the type of transfer they had intended to make. Of those intending to transfer, the vast majority intended to transfer from community college to university.

In Table 12, whether those who indicated that they intended to transfer from one post-secondary institution actually did transfer from one institution to another is portrayed by 1998 post-secondary completion status. Non-completers were the least likely to follow through with their transfer plans. Approximately half of non-university graduates, compared with over 80% of university graduates, both intended to, and actually transferred.

Table 12. Actual Transfer by Those Who, in 1993, Intended to Transfer, by 1998 Post-secondary Completion Status by Sex

	Non-completers		Non-university graduates		University graduates		All respondents	
	F %	M %	F %	M %	F %	M %	F %	M %
No	68	82	44	48	17	12	30	33
Yes	32	17	56	52	83	88	70	67

The top three reasons provided by 30% of females and 34% of males who did not make the anticipated transfer included the inability to afford transferring, a change in educational goals, and not having finished the number of classes required to transfer.

Withdrawal from a Post-secondary Institution

In a separate question on the 1993 survey, respondents were asked whether they had ever withdrawn (either temporarily or permanently) from a post-secondary institution without completing the program in which they were enrolled. In total, 26% (25% of females and 26% of males) indicated that they had indeed withdrawn. Of those who withdrew from post-secondary institutions, 44% of females and 48% of males withdrew from a university, 17% of females and 16% of males from a university-college, 33% of females and 25% of males from a community college, 7% of females and 11% of males from a technical or vocational institute and 4% of females and 5% of males from another type of institution. The most frequently cited reasons for withdrawing by both women and men included lack of money, program or career path not desirable, getting work, and forced exit due to low GPA.

Section B – Labour Market Participation

Two measures of labour market participation are presented in this section. First, the sector in which respondents were employed in their current or most recent job in 1998 is depicted. Second, the median income earned in their current or most recent job is described.

In all of the remaining tables and figures, the dependent variable is post-secondary completion status as of February 1998. This variable is comprised of the following four categories: non-participant, non-completer, non-university graduate, and university graduate. Respondents were placed in these categories according to the highest educational credential earned between 1988 and 1998.

In Table 13, the Pineo-Porter-McRoberts' classification scheme (Pineo, 1985) is used to portray the type of occupational sector in which respondents were currently or most recently employed in 1998. Results are tabulated by post-secondary completion status in 1998. Table 13 reveals that occupational status is related to post-secondary completion status and is gendered. For example, the young women in this study who had never participated in post-secondary education were most likely to be employed in the unskilled, semi-skilled and skilled clerical, sales, and services. Male non-participants were most likely to be employed in skilled crafts and trades or as foremen. The occupational status of non-completers resembled those of non-participants. Both women and men who had graduated from university tended to be employed as semi-professionals or professionals. However, men were 10% more likely to be located in the employed professional category, and women were 10% more likely to employed as semi-professionals.

Table 13. Current or Most Recent Occupation (Pineo-Porter-McRoberts) by 1998 Post-secondary Completion Status by Sex [7]

	Non-participants		Non-completers		Non-university graduates		University graduates		All respondents	
	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %
Farm labourers	0	0	2	2	1	5	1	2	1	2
Unskilled manual	0	5	2	8	1	7	0	4	5	6
Unskilled clerical, sales, services	17	5	16	2	14	3	6	3	11	3
Semi-skilled manual	7	9	5	5	1	8	1	1	2	4
Semi-skilled clerical, sales, services	43	9	30	5	20	4	6	2	16	3
Farmers	0	0	0	2	0	2	0	0	0	1
Skilled crafts and trades	3	36	0	16	1	13	1	2	1	9
Skilled clerical, sales, services	17	5	20	2	8	4	5	5	8	4
Forewomen/foremen	0	14	0	8	1	2	1	3	1	4
Supervisors	3	9	7	8	4	7	5	2	4	5
Middle management	10	5	7	14	6	11	7	6	7	9
Technicians	0	5	0	8	9	8	2	3	4	5
Semi-professional	0	0	9	13	28	18	37	26	29	20
High level management	0	0	0	5	1	1	3	1	2	2
Employed professionals	0	0	2	6	6	10	24	34	14	21
Self-employed professionals	0	0	0	0	0	0	3	7	8	3
Valid Total	**30**	**24**	**56**	**64**	**216**	**107**	**263**	**189**	**565**	**382**
Missing	1	2	10	4	13	12	23	14	47	32

Respondents were asked to provide information about the hourly salary they earned in each job since September 1993. Table 14 indicates that the median salary earned was higher for men than for women and over all groups. However, the largest discrepancy is found between males and females in the non-completer group. This may suggest that men have been enticed away from their studies by high income jobs. However, education does appear to pay off, for both women and men, in terms of income.

Table 14. Median Salary Per Hour by 1998 Post-secondary Completion Status and Sex

	Non-participants $	Non-completers $	Non-university graduates $	University graduates $	All respondents $
Females	14.00	13.37	17.03	18.56	17.06
Males	16.00	19.40	17.50	20.03	19.48

[7] Those for whom post-secondary credentials were unspecified (see Table 9) were not included.

Section C – Educational Backgrounds, Influences, and Views toward Education and Work

In Section C, the educational backgrounds of respondents are compared to their educational outcomes ten years later. In addition, respondents' views about who influenced their educational decisions, educational aspirations and expectations at three points in time, beliefs about education, work and general well-being, and future educational plans are portrayed.

Educational Backgrounds

In Table 15, the association between high school achievement and post-secondary status in 1998 is presented. This information was provided through the Link File; in other words, data are institutional and not self-reported. High school curricular differentiation refers to whether respondents had completed the courses required for entrance to university[8]. Clearly, high school curricular differentiation is associated with subsequent post-secondary status. Over 80% of non-participants did not complete high school courses required for university admission. The opposite is the case for university graduates – over 80% completed the necessary coursework.

A similar pattern is detected by examining the number of provincially examinable courses taken by respondents. Whereas the majority of non-participants had taken two or less examinable courses, almost all university graduates had taken three or more. Non-completers and non-university graduates demonstrate similar patterns of examinable course completion; approximately 75% of women and men in these groups had completed three or more examinable courses.

However, admission to university is based on a combination of required courses ***and*** an acceptable grade point average. Non-completers and non-university graduates were more likely to have completed more academic course work than non-participants. Gender differences are also apparent; in all but the university graduate category more women than men had completed course work required for university entry.

[8] In the original study, admission criteria set by the University of Victoria were used as the measure of curricular differentiation. This measure is used in Table 16.

Table 15. High School Curricular Differentiation and GPA by 1998 Post-secondary Completion Status and Sex

	Non-participants		Non-completers		Non-university graduates		University graduates		All respondents	
	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %
Courses required for university entrance:										
No	81	88	36	41	39	47	16	13	31	33
Yes	19	13	64	59	61	53	84	87	69	67
Number of Provincially Examinable Subjects Taken[9]										
None	10	18	5	6	3	6	0	0	2	4
One	23	33	12	9	11	7	1	1	7	6
Two	19	17	6	10	13	12	2	2	8	8
Three or more	48	33	77	75	74	76	96	98	83	83
High School Grade Point Average of Mandatory High School Courses										
C or less	39	75	14	39	24	24	4	3	14	21
B to C+	61	25	81	52	66	66	73	69	71	62
A	0	0	5	10	11	11	24	27	15	17

GPA was calculated by taking the mean score of three required courses in secondary school – Social Studies 11, Math 11, and English or Communications 12. Again, there is a clear association between GPA and post-secondary status ten years following high school. Whereas approximately one quarter of all university graduates had earned A grades in high school, none of the non-participants had achieved at this level. The majority of non-completers and non-university participants earned grades in the B to C+ range. Female non-participants and non-completers earned higher grades than men in high school. Gender differences were not evident for non-university graduates and were negligible for university graduates.

Educational Influences

In Table 16, responses to questions in 1989 and 1993 about who influenced their educational decisions are reported. In this question, respondents were asked to respond to each potentially influential person individually. In 1989, those who would eventually graduate from non-university institutions and universities were more likely than non-participants to have been influenced by parents, other family members, friends, and secondary and post-secondary personnel. Responses by non-completers fell in between these two extremes.

Secondary school personnel were not considered strong or very strong influences by at least 75% of respondents. Non-participants were least likely to report that secondary school teachers and counsellors had influenced their educational decisions; university graduates were the most likely to have perceived school counsellors and teachers as

[9] The course "Communications" is excluded from this analysis.

strong influences. Post-secondary counsellors were the least influential for all groups, with non-university graduates reporting to have been most strongly influenced. Across almost all post-secondary status categories, more women indicated that they were influenced by family, friends, and educational personnel.

Table 16. Influences on Educational Decisions by 1998 Post-secondary Completion Status and Sex

	Non-participants		Non-completers		Non-university graduates		University graduates		All respondents	
	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %
1989										
"Strong" or "very strong" influence:										
Mother	36	21	53	47	68	34	66	59	63	50
Father	35	21	39	37	60	46	60	58	57	48
Other Family	16	30	26	24	37	28	34	27	33	26
Friends	29	13	35	38	39	32	40	37	38	34
Secondary School Teacher	19	17	30	21	32	30	35	28	33	26
Secondary School Counsellor	13	13	23	13	24	22	26	20	24	19
Post-secondary Teacher	0	4	7	7	12	12	13	9	11	9
Post-secondary Counsellor	3	0	5	11	9	13	9	5	8	8
1993										
"Strong" or "very strong" influence:										
Mother	50	30	37	27	46	38	57	38	49	35
Father	50	50	35	31	41	39	53	37	45	37
Other Family	0	50	4	12	18	20	21	10	17	13
Spouse/significant other	37	11	24	18	20	8	19	9	20	11
Friends	11	5	14	20	16	15	25	15	20	15
Secondary School Teacher	0	0	6	12	11	12	16	16	12	13
Secondary School Counsellor	0	5	2	0	6	4	5	4	5	3
Post-secondary Teacher	0	0	6	10	23	22	23	21	20	18
Post-secondary Counsellor	0	6	0	4	7	2	4	3	5	4
Employer	10	30	8	20	20	26	12	18	15	21

Respondents were asked a similar question in 1993. The nature of patterns was very similar to the 1989 responses; however, in most instances the proportion of respondents in each category was lower. After five years out of high school, secondary and post-secondary teachers and particularly secondary and post-secondary counsellors were perceived to have little influence on respondents' educational choices.

Educational Aspirations and Expectations

In Tables 17 and 18, educational aspirations and expectations, as reported in 1989, 1993, and 1998 are portrayed by 1998 post-secondary status. It is remarkable that in 1989, no fewer than 42% of respondents in any category (except for non-participant males at 29%) *wanted* to earn a completed masters or doctoral degree. Only about 5% of non-participants one year after leaving high school wanted a secondary school diploma as their highest credential; approximately 30% wanted to earn a community college diploma or certificate and 58% of female and 48% of male non-participants wanted to earn a bachelors degree or greater. Ninety-five percent of female and 100% of male university graduates aspired to achieve a bachelors degree or greater and over 50% wanted to complete graduate school. Aspirations of non-completers and non-university participants in 1989 were similar to those of university graduates.

Educational expectations in 1989 were somewhat lower. Fifty-eight percent of female and 48% of male non-participants expected to earn a secondary school diploma as their highest credential. However, 20% of females and 17% of males in this group maintained that they expected to earn a bachelors degree or higher. On the other end of the continuum, 95% of female and 92% of male university graduates expected to earn a bachelors degree or greater.

By 1993, aspirations for all but the non-participant group remained very high. However, only 11% of females and 15% of males wanted a secondary school diploma as their highest educational achievement. Interestingly, 30% of female and 56% of male non-completers aspired to a bachelors degree or higher. Almost 95% of university graduates wanted an undergraduate degree as their minimum credential and over 60% of women and 52% in this category wanted to complete graduate school.

Expectations in 1993 were more similar to aspirations than in 1989. More than 40% of university graduates expected to earn graduate degrees and around 50% of non-university graduates hoped to earn a university credential. Only in the case of non-participants was there a considerable discrepancy between aspirations and expectations. Whereas few wanted only a high school diploma, 42% of female and 21% of male non-participants expected no higher educational achievement.

By 1998, no fewer than 45% of non-completers, non-university graduates and university graduates wanted to earn a bachelors degree or greater. However, several gender differences emerge. Whereas fewer female (45%) than male (61%) non-completers aspired to university completion or greater, more female (67%) than male non-university graduates wanted such credentials. Considerably more male (64%) than female (36%) university graduates wanted to complete professional or graduate degrees.

However, expectations in 1998 followed a somewhat different pattern. Even though they had never attended a post-secondary institution in the ten years following high school graduation, only 23% of female and 17% of male non-participants expected that a high school diploma would be their highest educational credential. Most non-completers expected to earn either non-university credentials or bachelors degrees. Approximately 50% of non-university graduates expected that they would complete at least university undergraduate credentials. And most interestingly, more university graduates expected than aspired to completed professional and graduate studies. For example, 16% of female and 37% of male university graduates wanted to complete a graduate degree but 57% and 52% respectively expected to earn graduate level credentials.

Table 17. Educational Aspirations in 1989 and 1993 by 1998 Post-secondary Completion Status and Sex

	Highest Education Wanted																			
	1989								1993								1998							
	Non-. part.		Non-comp.		Non-u. grad.		Univ. grad.		Non-. part.		Non-comp.		Non-u. grad.		Univ. grad..		Non-. part.		Non-comp.		Non-u. grad.		Univ. grad.	
	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %
Secondary school diploma	4	5	0	2	1	1	1	0	11	15	6	4	1	2	0	0	20	9	2	2	1	2	0	0
Apprenticeship, vocational, or trade school	7	19	0	3	2	9	2	0	37	25	2	16	5	11	0	0	20	44	6	19	2	16	0	0
Some community college	-	-	-	-	-	-	-	-	16	15	6	0	2	1	0	0	10	13	16	3	2	0	0	0
Community college diploma/certificate	31	29	12	3	11	11	2	1	26	20	34	14	22	13	0	0	20	17	23	11	21	16	0	0
Some university, no degree	-	-	-	-	-	-	-	-	0	5	6	2	3	3	0	1	13	0	6	5	7	1	0	0
Completed Bachelor's Degree	8	19	14	22	10	13	8	13	0	10	16	18	29	17	23	17	7	9	31	28	32	19	19	15
Completed Professional Degree	8	0	25	16	25	18	28	22	0	0	6	18	11	23	11	25	0	9	3	9	10	22	10	27
Completed Masters or Doctorate	42	29	49	53	52	50	59	65	0	0	8	20	19	24	62	52	0	0	11	24	25	8	16	37
Other	-	-	-	-	-	-	-	-	0	0	16	8	9	7	4	6	0	0	2	0	1	1	1	21

Table 18. Educational Expectations in 1989 and 1993 by 1998 Post-secondary Completion Status and Sex

	Highest Education Expected																			
	1989								1993								1998							
	Non-. part.		Non-comp.		Non-u. grad.		Univ. grad.		Non-. part.		Non-comp.		Non-u. grad.		Univ. grad..		Non-. part.		Non-comp.		Non-u. grad.		Univ. grad.	
	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %
Secondary school diploma	58	48	16	14	12	7	1	2	42	21	6	10	2	2	0	0	23	17	3	8	1	1	0	0
Apprenticeship, vocational, or trade school	7	17	3	2	4	13	2	1	11	37	8	14	5	14	0	0	23	42	5	14	5	19	0	0
Some community college	-	-	-	-	-	-	-	-	16	11	17	2	3	1	0	0	13	13	26	6	4	1	0	0
Community college diploma/certificate	15	17	26	33	36	28	2	5	16	16	25	14	29	23	1	1	23	21	28	14	33	24	0	0
Some university, no degree	-	-	-	-	-	-	-	-	0	5	8	8	6	1	0	1	10	0	15	10	9	4	0	0
Completed Bachelor's Degree	12	4	21	24	23	25	8	40	0	5	25	19	28	23	35	25	0	8	20	27	25	25	30	21
Completed Professional Degree	4	0	26	8	19	17	28	31	0	0	2	12	7	14	10	28	3	0	0	6	8	14	12	28
Completed Masters or Doctorate	4	13	8	19	5	11	59	21	0	5	2	15	13	19	50	40	0	0	3	16	16	11	57	52
Other	-	-	-	-	-	-	-	-	0	5	6	8	8	3	4	5	0	0	0	0	1	2	0	0

Future Educational Plans

In 1993 and 1998, respondents were asked about their future educational plans. According to Table 19, in both 1993 and 1998 men who would graduate from university by 1998 were most likely to indicate that they planned to enrol in further studies within one year. Interestingly, although only 33% of women university graduates indicated that they would continue their studies within one year, 53% were formally enrolled for the following academic year. Non-participants were the least likely group to plan further studies. Also, in 1993, 5% of female and 10% of male non-participants had enrolled, but eventually did not attend, post-secondary institutions in the 1993-94 academic year. Again in 1998, a small proportion of non-participants indicated that they had enrolled in post-secondary studies in 1998-99. However, whether they actually did attend cannot be determined.

Table 19. Future Plans to Continue Post-secondary Education or Training by 1998 Post-secondary Completion Status and Sex

	1993								1998							
	Non-. part.		Non-comp.		Non-u. grad.		Univ. grad.		Non-. part.		Non-comp.		Non-u. grad.		Univ. grad.	
	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %
Yes, within a year	13	15	46	33	43	40	33	53	17	16	29	20	26	39	27	39
No, I definitely do not intend to continue my education	8	20	5	12	8	1	13	3	13	11	6	10	8	4	6	1
Formally enrolled in a p.s. inst. in the next academic year	5	10	15	28	35	30	53	74	7	4	17	28	17	15	22	18

Beliefs about Education, Work and General Wellbeing

In Table 20, beliefs about education, work and general wellbeing are depicted at three points in time. In 1989, respondents were asked to respond to questions on the relationship between post-secondary education and work. Most remarkable in the responses is the lack of variation across post-secondary completion categories. Although non-participants were somewhat less likely to agree that post-secondary education would prepare them for jobs, increase their income and give them a wider choice of jobs, no fewer than 67% in any category disagreed with these statements. Ninety pe.:cent of female non-participants believed that participation in post-secondary education would give them a wider choice of jobs. They were somewhat less convinced that more education would prepare them for

work or increase their incomes. The vast majority of non-completers, non-university graduates and university graduates believed in 1989 that post-secondary education would enhance their opportunities in the labour market.

In 1993, responses to questions about education, work and well-being varied more by post-secondary completion status and gender. Although non-participants tended to support the statement that people required higher levels of education than they did in the past, more than 50% (50% of women and 65% of men) did not believe that they needed a post-secondary education to get ahead, and most disagreed that a university degree was necessary for a good income or comfortable lifestyle. However, 50% of women and 45% of men expected to re-enter the post-secondary system more than once in their life times (even though they had yet to do so.) For the most part, non-completers and non-university graduates believed that post-secondary education – but not university completion – was necessary. Although the vast majority of university graduates agreed with these statements, only 58% of men, compared with 73% of women agreed that a university degree is needed to earn a decent income. Similarly, fewer male (69%) than female (82%) university graduates agreed that a university degree was necessary to attain the lifestyles they wanted. However, university graduates were more likely than the other groups to agree that their education had improved their career prospects.

Similar patterns of responses to the same questions posed in 1998 were given. In all groups for both men and women, when compared with their 1993 responses, respondents were less likely to agree that a university degree was needed for a better income or lifestyle. Only male university graduates were more likely to agree with this statement in 1998.

Satisfaction with Educational Choices

Respondents who had participated in post-secondary education since high school were asked in 1993 and 1998 whether they would make the same educational choices. In 1993, 53% of females and 50% of males indicated that they would make the same choices. In other words, almost half of respondents indicated that, in retrospect, they would have made different choices. In 1998, the proportion of women who reported that they would make the same educational choices dropped to 43%, while almost half (48%) of men remained pleased with their choices.

Table 20. Beliefs about Education, Work and General Well-being in 1989, 1993 and 1998 by 1998 Post-secondary Completion Status and Sex

	Non-participants				Non-completers				Non-university graduates				University graduates			
	disagree or strongly disagree		agree or strongly agree		disagree or strongly disagree		agree or strongly agree		disagree or strongly disagree		agree or strongly agree		disagree or strongly disagree		agree or strongly agree	
	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %
1989																
I need post-secondary education to:																
prepare me for a job	23	17	78	83	11	6	89	94	5	5	95	95	5	6	95	94
increase my income	26	33	74	67	15	19	85	81	9	14	91	86	9	6	91	94
give me a wider choice of jobs	10	17	90	83	17	10	83	90	6	11	94	91	4	8	96	92
1993[10]																
I can't get ahead these days without post-secondary education	50	65	50	35	29	35	71	56	10	17	87	82	6	14	92	81
These days, people require higher levels of education than they did in the past	15	10	75	90	10	8	88	87	3	3	95	94	3	3	94	93
My ed. has improved my career prospects	20	15	25	35	19	15	53	67	11	9	77	86	8	7	86	85
To attain the lifestyle I want, I must have a university degree	75	80	15	20	49	54	37	38	42	50	47	42	13	18	82	69
I need a university degree to earn a decent income	70	60	30	25	53	50	37	35	40	50	48	39	20	30	73	58
I expect to re-enter the p.s. system more than once over my life time	35	30	50	45	9	14	73	71	8	8	82	74	7	10	80	72

(Continued on the next page) →

[10] 1993 and 1998 questions included a "no opinion" category, therefore totals not 100%

Table 20. Beliefs about Education, Work and General Well-being in 1989, 1993 and 1998 by 1998 Post-secondary Completion Status and Sex (Continued)

	Non-participants				Non-completers				Non-university graduates				University graduates			
	disagree or strongly disagree		agree or strongly agree		disagree or strongly disagree		agree or strongly agree		disagree or strongly disagree		agree or strongly agree		disagree or strongly disagree		agree or strongly agree	
1998	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %
I can't get ahead these days without post-secondary education	29	43	55	52	38	28	53	61	9	29	88	68	10	12	86	79
These days, people require higher levels of education than they did in the past	13	4	87	78	8	5	86	82	5	6	90	83	3	6	92	88
My ed. has improved my career prospects	42	52	19	48	29	9	52	60	14	10	89	81	5	3	92	92
To attain the lifestyle I want, I must have a university degree	84	78	3	13	67	64	24	27	51	54	39	34	15	16	77	77
I need a university degree to earn a decent income	77	78	10	9	61	69	32	25	50	60	39	29	26	38	67	52
I expect to re-enter the p.s. system more than once over my life time	29	39	71	61	27	18	73	67	13	17	75	63	13	20	75	63

General Wellbeing

In Figures 1 to 4, self-reported responses to questions about general wellbeing are portrayed. Respondents were asked to report on a ten-point scale how happy they were with their lives. Figures 1 and 2 suggest that, for the most part, the women and men in this study were reasonably happy. Non-participant men and women and non-completer women appeared to be the least happy, although more non-participant men than any other group rated their happiness level as "10."

Figure 1. How Happy Are You with your Life by 1998 Post-secondary Status? Females

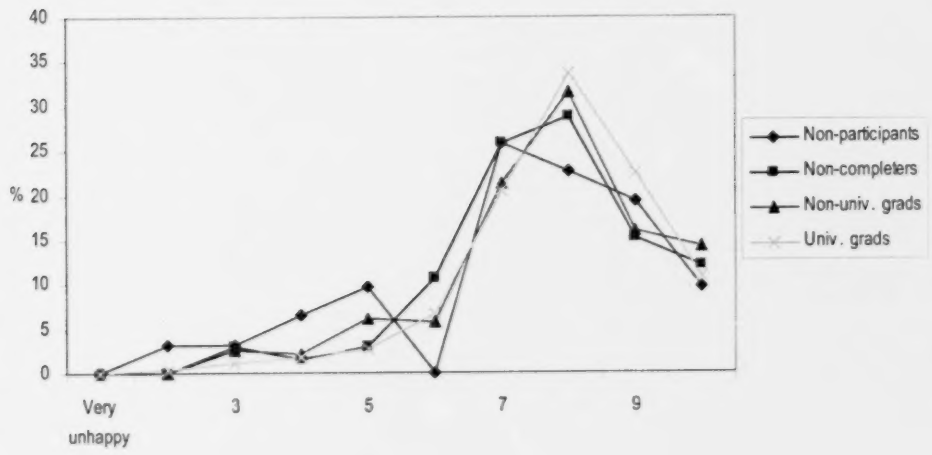
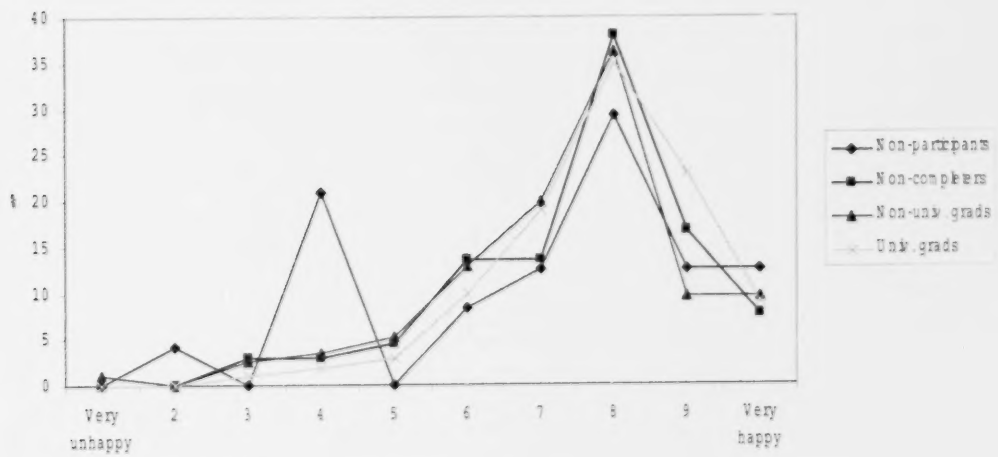


Figure 2. How Happy Are You with your Life by 1998 Post-secondary Status? Males



In Figures 3 and 4, responses to the question "how healthy have you felt mentally?" in the 1998 questionnaire are portrayed. Results are less clear. University graduates – and in particular males in this group – appeared to feel more healthy mentally than the other groups. More male non-participants (33%) than any other group ranked their mental health as "10."

Figure 3. How Healthy have you Felt Mentally by 1998 Post-secondary Status? Females

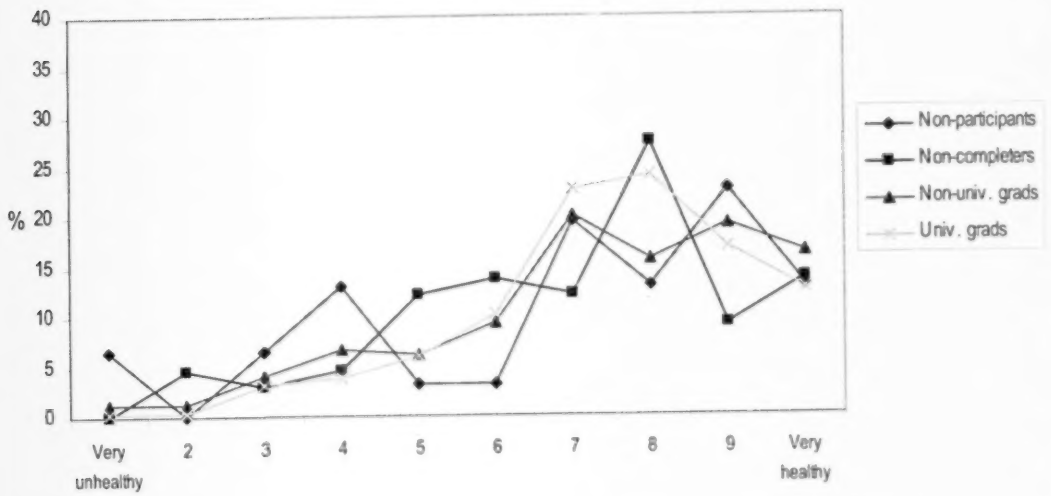
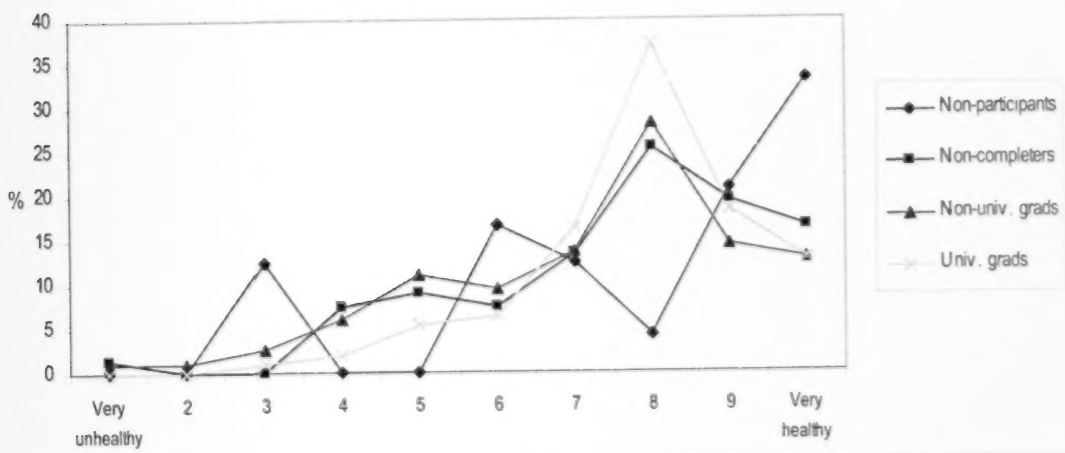


Figure 4. How Healthy have you Felt Mentally by 1998 Post-secondary Status? Males



Section D – Demographic Information

Two indicators of demographic information are included in this report. First, in Table 21, the relationship between parental educational backgrounds and 1998 post-secondary status of respondents is displayed. Whereas male non-participants tended to have parents with lower levels of education, parents of university graduates were distributed across all three educational levels. Parents of non-completers and non-university graduates are more likely to be located in the low or middle educational groups.

Parental occupational status is also associated with eventual post-secondary outcomes. Few parents of non-participants were employed in high status occupations. Moving across post-secondary completion status categories in the table, these values increase. Forty-three percent of university graduates' fathers were in high status occupations and less than one quarter fell into the lowest category.

Table 21. Mother's and Father's Educational and Occupational Attainment by 1998 Post-secondary Completion Status

	Non-participants		Non-completers		Non-university graduates		University graduates		All respondents	
	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %
Mother's Education:										
Low	72	64	53	42	48	46	36	40	27	43
Middle	24	27	34	34	35	37	36	35	39	35
High	3	9	13	24	17	18	28	25	35	22
Father's Education:										
Low	66	68	47	53	44	38	32	30	44	39
Middle	31	27	38	27	40	34	34	32	35	31
High	3	5	15	20	16	28	34	38	21	30
Mother's Occupational Status:										
Low	12	37	10	16	15	18	9	9	12	14
Middle	82	64	66	57	70	63	62	64	66	62
High	6	0	24	27	15	20	30	27	22	23
Father's Occupational Status:										
Low	61	50	21	27	30	25	23	24	14	27
Middle	23	33	53	42	42	43	34	33	62	38
High	15	17	26	31	28	32	43	43	22	35

Patterns of marriage and childbearing are portrayed in Table 22. There are stark contrasts among post-secondary completion status groups. In 1993 and 1998, non-participant women are the most likely to be married and to have had children. By 1993, 30% -- compared to only 2% in the female university graduate group – reported having children. In 1998, these figures were 58% and 14% respectively.

By 1998, 49% of men and 63% of women were married or in marriage-like relationships. The higher the educational completion status, the less likely that respondents had children. However, women in each category were at least twice as likely as men to have had children.

Table 22. Family Constellation in 1998 by Post-secondary Completion Status

	Non-participants		Non-completers		Non-univ, graduates		University graduates		All Respondents	
	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %
1993										
Single	30	75	48	71	58	83	79	87	66	82
Married or living in a marriage-like relationship	70	20	52	29	40	16	21	13	34	18
Widowed, separated or divorced	0	5	0	0	2	1	0	0	1	1
Children (% yes)	30	8	26	4	8	2	2	0	7	2
1998										
Single	16	48	23	41	30	53	42	51	34	49
Married or living in a marriage-like relationship	81	52	67	54	66	45	57	48	63	49
Separated or divorced	3	0	11	5	4	3	1	2	3	1
Children (% yes)	58	25	46	22	31	16	14	8	26	14

Finally, in Table 23, post-secondary completion status in 1998 is crosstabulated with the type of geographic region in which respondents lived in1988. Young people from metropolitan or urban/rural locations had higher university completion rates than those from remote areas. The highest non-participation rate was by young men from remote areas. Non-completion and non-university graduation rates did not vary greatly by geographic region; however, men in this study were less likely than women to have graduated from a non-university institution and were more likely not to complete their studies. For a comparative analysis of post-secondary participation and completion patterns of urban and rural youth in British Columbia and Nova Scotia, see Andres and Looker (2001). Andres and Krahn (1999) conducted a detailed study of the post-secondary participation and completion patterns of Vancouver and Edmonton young adults.

Table 23. Post-secondary Completion Status in 1998 by Geographic Location in 1988

	Metropolitan		Urban-rural		Remote		Total	
	F %	M %	F %	M %	F %	M %	F %	M %
Non-participants	5	2	5	5	6	12	5	6
Non-completers	10	16	9	17	14	17	11	16
Non-university graduates	35	25	39	29	39	34	37	29
University graduates	50	57	48	50	41	37	47	49
N	**195**	**138**	**257**	**168**	**160**	**108**	**612**	**414**

Conclusions and Recommendations

As stated in the introduction, data from the *Paths on Life's Way* project provide unique insights into the educational and occupational trajectories of British Columbia young adults. Although institutional data can be used to document participation, transfer, and completion patterns by academic discipline, only longitudinal studies are able to portray the interrelationships among various life spheres over time. Several important findings emerge from this descriptive account of the Class of '88.

1.0 Post-secondary Participation

1.1 Very few individuals in this study did not participate in post-secondary education within ten years of leaving high school, suggesting that the diversity of the B.C. post-secondary system, together with offerings in other jurisdictions, allow for some type of post-secondary experience for almost all high school graduates. Of course, the high overall rate of post-secondary participation may be partly explained by higher attrition rates by those with lower high school academic credentials. Yet, as Table 25 in Appendix A demonstrates, the proportion of non-participants in 1989 remaining in the sample, relative to other groups, did not decline drastically. More specifically, 203 individuals who had identified themselves as non-participants in 1989 remained in the 1998 sample. By 1998, only 57 of these individuals had never attended a post-secondary institution over the ten years following high school. In other words, 72% of those who were non-participants directly out of high school eventually became participants.

Comment: This finding suggests that the B.C. post-secondary system, at least at the point of entry, permits access to those individuals who do not attend post-secondary institutions directly out of high school.

1.2 The vast majority of post-secondary participants attended post-secondary institutions in British Columbia. However, out of province participation, primarily at universities and in the latter five years of the study, increased over time.

Recommendation: An examination of the types of programs in which students enrolled at out of province universities may provide insight into the lack of availability of certain types of programs in B.C.

1.3 Although participation at private training institutions was low, it did increase over time. In the latter five years of this study, twice the proportion of women than men enrolled in private or "other' institutions. Increased participation may be associated with a greater number of programs available at private post-secondary institutions between 1993 and 1998. Or perhaps individuals attended private post-secondary institutions for specific training after having completed more general studies at public post-secondary institutions.

Recommendation: An examination of who attends private post-secondary institutions, and their reasons for attending, would help further inform policy makers and educators about this type of post-secondary participant.

1.4 Participation at some community colleges by graduates directly out of high school was very low. For example, at North Island College, Northern Lights College and Vancouver Community College, five or fewer students attended in the first three years following high school graduation. In contrast, Selkirk College, the College of New Caledonia and Douglas College appeared to have attracted young people to enrol within the first two years following high school graduation.

Recommendation: Given that one of the original goals of the development of the community college system in B.C. was to provide local access to post-secondary education for high school graduates in urban/rural and remote areas, and noting higher rates of non-participation and lower rates of university graduation by respondents from

remote areas, non-urban community colleges should be encouraged to examine their recruitment policies and course offerings for students completing their secondary studies.

1.5 It is surprising that participation at the university colleges declined between 1988 to 1998. With their new degree granting mandates, it could have been expected that as community college participation fell, university college enrolments would have increased. These patterns over time suggest that young people did not transfer to university colleges for further study. However, increased enrolments at BC universities between 1989-90 and 1992 indicate that transfer between community college and university did occur. Perhaps the university colleges remained an unknown entity to the Class of '88 and members of this cohort continued to follow the more traditional route of transfer to university. Is it a goal of the university colleges to attract transfer students from the community colleges? If so, what policies and practices are in place to accomplish this goal?

Recommendation: An examination of transfer patterns of more recent cohorts would reveal whether more students move to university colleges after beginning their studies at community colleges. In other words, such monitoring would reveal the extent to which the university-colleges enhance access to university level study provincially.

2.0 Credentials Earned

2.1 By 1993, 67% of women and 53% of men who had participated in post-secondary education between 1988 and 1993 had earned some type of credential. Of the credentials earned by women, 43% were bachelors degrees or higher. However, only 22% of men had completed university level study and they were 10% more likely than women to be university non-completers. In total, 33% of women and 47% of men had not earned any type of post-secondary credential by 1993.

By 1998, the non-completion rate had dropped dramatically. In total, 87% of women and 82% of men who had enrolled in post-secondary studies between 1988 and 1998 had completed at least one credential.

However, despite high completion rates, it appears most of the non-completers between 1988 and 1993 required more than five years of post-secondary education to complete their studies (approximately 80% were enrolled at some post-secondary institution in 1988-89).

Recommendation: In light of the recently announced changes to university tuition policy in British Columbia and in the interest of helping students lower the overall costs of their post-secondary education, a more thorough examination of non-completion patterns is warranted.

2.2 Few respondents, and particularly few female respondents, have earned tickets within the apprenticeship tradition. For a more detailed account, see Andres *(in press)*. Should we be concerned about low enrolments in apprenticeship programs by B.C. young adults? Why aren't young people attracted to apprenticeship programs?

Recommendation: Now that "the government has decided to phase out ITAC (Industry, Training and Apprenticeship Commission) and implement a new approach to industry training and apprenticeship for British Columbia"[11] this "new approach" should include bold new strategies to encourage young women and men to engage in this type of post-secondary study.

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[11] From the B.C. government web site http://www.aved.gov.bc.ca/industrytrainingandapprenticeship.

3.0 Educational Aspirations and Expectations

3.1 Although educational aspirations and expectations of all respondents, regardless of post-secondary completion status, did decline over time, in general they remained remarkably high. By 1998, approximately 80% of non-participants and more than 90% of non-completers continued to expect that they would complete some type of post-secondary credential. Members of this cohort believe in the importance of post-secondary education; however, for some, translating their beliefs into action, did not occur.

Recommendation: Numerous studies have been conducted on the relationship among aspirations, expectations, post-secondary participation and completion. Consistent among the findings are class and gender effects. Continued vigilant monitoring of these relationships is imperative to assess the extent to which the B.C. post-secondary system continues to promote equity of access and completion and the degree to which these forms of ascription continue to influence the life chances of B.C. young adults.

4.0 High School Credentials vs. Eventual Post-secondary Completion Status

4.1 For the two extremes in the completion continuum – non-participants and university graduates – there is a clear association among completion of academic courses in high school, grade point average, and post-secondary completion. Post-secondary non-completers resemble non-university graduates, although they are somewhat more likely than this group to complete academic programs and earn Bs and C+s in high school. It is evident that high school graduates with low or mediocre academic standing in high school can and do succeed in non-university settings. Other data in this report may provide clues about why some students do not finish their studies. A substantially higher proportion of female non-completers than females in other groups have had children within five years of high school graduation (25% compared with 8% of female non-university graduates), which may indicate that motherhood and its related demands may lead to post-secondary non-completion. Male non-completers had the second highest median earnings in 1998, which suggests that they may have been lured away from their post-secondary studies by the prospect of high paying (but not necessarily high status) jobs.

Recommendation: An examination of issues of child care – including access to affordable day care – by post-secondary students with children may reveal whether this is a contributing factor to post-secondary non-completion by young women.

5.0 High School and Post-secondary Counselling

5.1 According to respondents, high school and post-secondary counsellors did not have a strong influence on their educational decisions. These findings concur with studies from Australia (Dwyer & Wyn, 2001), the UK (Rudd & Evans, 1998) and the Netherlands (du Bois-Reymond, 1998). A more detailed account of views of the *Paths* respondents about guidance counselling and counsellors is reported in Pillay *(forthcoming)*.

Recommendation: More effort is needed to ensure that secondary counsellors are aware of the intricacies of the post-secondary system and to understand the importance of sharing this information with secondary students. Better communication between secondary and post-secondary counsellors would help to ensure that students make informed choices in high school at the post-secondary level. Both secondary and post-secondary institutions need to devote resources to ensure that communication continues or is further enhanced. In addition, the existing K to 12 Career and Personal Planning (CAPP) curriculum could be better utilized by counsellors and teachers across all grade levels to familiarize students with the post-secondary system.

6.0 Gender, Education, and Work

6.1 The young women in this study were more likely than the young men to complete academic programs and to earn higher grade point averages in high school. However, they were more likely than young men to begin their studies in community colleges. Within five years of high school graduation, they had higher rates of university degree (or higher) completion and lower university non-completion rates than did men. By 1998, women in all post-secondary completion categories earned less money than men. In fact, male non-completers earned a higher median hourly salary than female university graduates. Ten years following high school graduation, female university graduates were most likely to be employed as semi-professionals while their male counterparts were most likely to be employed as professionals.

Comment: Although it is beyond the mandate of the B.C. Council on Admissions and Transfer to monitor the transition from post-secondary education to work, this critical relationship does require monitoring – and intervention – to ensure that B.C. young women can fully benefit from the post-secondary education in which they have invested.

7.0 Longitudinal Research on B.C. Youth

7.1 Longitudinal research projects such as the *Paths on Life's Way* study are expensive and data collection is extremely time consuming. However, this project offers a wealth of information that is not available elsewhere. Although other national longitudinal studies containing data on individuals in B.C. do exist, they are limited by less inclusive mandates (*e.g.*, the National Graduate Survey includes only post-secondary participants) or short time spans (*e.g.*, the Youth in Transition Study is in its infancy and, to date, data have been collected at only one point in time). Nonetheless, data contained in all of these studies can help inform B.C. post-secondary policy and practice.

Recommendation: Analyses of these data bases should be encouraged and supported.

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Appendix A

Response Rates in 1989, 1993 and 1998

Table 24. Response Rates in Relation to 1989 Post-secondary Enrolment Status by Sex – 1989, 1993, 1998

	Females			Males			Total		
	1989 %	1993 %	1998 %	1989 %	1993 %	1998 %	1989 %	1993 %	1998 %
Participant at :									
Community college	44	45	45	37	35	32	41	41	40
Vocational/technical institute	2	3	2	4	4	5	3	3	3
OLA	1	1	1	0	1	1	.0	1	1
University	23	24	25	26	30	40	24	27	29
Out of province institution	7	7	8	5	6	6	6	7	7
Out of country institution	1	1	1	1	0	0	1	1	1
Total Participants	**78**	**81**	**82**	**73**	**76**	**77**	**76**	**79**	**80**
Total Non-participants	**22**	**19**	**18**	**27**	**25**	**23**	**25**	**21**	**20**
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
Unable to determine	1	2	4	1	2	3	1	2	4
N	**3024**	**1307**	**627**	**2320**	**913**	**428**	**5344**	**2220**	**1055**

Appendix B

Out of province Institutions and Private Training Institutions in and Outside B.C.

Table 25. Out of Province Universities Attended, September 1989 to August 1993 by Sex

	Sept. 1988 to Aug. 1989			Sept. 1989 to Aug. 1990			Sept. 1990 to Aug. 1991			Sept. 1991 to Aug. 1992			Sept. 1992 to Aug. 1993		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Athabasca University	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
American University (USA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Canadian Chiropractic College	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1
Carleton University	1	-	1	1	-	1	-	-	-	-	-	-	-	-	-
College St. Croix, Belgium	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CUNY	-	-	-	1	-	1	1	-	1	1	-	1	1	-	1
Concordia University	-	-	-	1	-	1	1	-	1	1	-	1	1	-	1
Dalhousie University	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1
Eastern Washington University	-	-	-	-	-	-	-	1	1	-	1	1	-	1	1
Ferris State University	-	-	-	-	-	-	-	-	-	-	1	1	-	1	1
Harding University	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1
Konan University (Kobe, Japan)	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Lakehead University	-	-	-	-	1	1	-	1	1	-	1	1	1	1	2
London School of Economics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
McGill University	2	2	4	1	1	2	4	1	5	4	-	4	4	1	5
McMaster University	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2
McQuarie	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Oregon State University	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-
Osgood Hall Law	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pacific University (USA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Queens University	4	-	4	4	-	4	3	-	3	5	-	5	2	-	2
Royal Military College	-	-	-	-	-	-	-	-		-	-	-	1	-	1
Ryerson	-	1	1	-	1	1	-	1	1	-	-	-	-	-	-
San Diego State	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sonoma State University	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Southern College, Tennesee	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-
Syracuse University	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
TGU Japan	-	1	1	-	1	1	-	1	1	1	-	1	-	-	-
Trent University	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-
U C France	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
UCLA	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-
Université Laval	-	1	2	1	1	2	2	-	2	1	1	2	2	1	3
University College, London	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Alberta	1	2	4	6	1	7	6	2	8	6	1	7	6	6	12
University of Calgary	1	1	2	1	2	3	3	1	4	5	3	8	2	1	2
University of Freiborg, Germany	-	-	-	-	-	-	-	-	-	2	-	2	-	-	-
University of Guelph	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Indiannapolis	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Lethbridge	1	1	2	3	1	4	3	2	5	3	2	5	1	2	3
University of Liverpool	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Lyon (France)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Manitoba	-	-	-	-	-	-	1	-	1	1	-	1	2	-	2
Univesity of One Nations (USA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Ottawa	1	-	1	2	-	2	1	-	1	1	-	1	1	-	1
UQTR	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-
University of Reading (UK)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Saskatchewan	1	-	1	-	-	-	-	-	-	2	-	2	2	-	2
University of Sheffield (UK)	-			-	-	-	-	-	-	-	-	-	1	-	1
University of Technology (Australia)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Toronto	1	1	2	-	-	-	-	-	-	-	-	-	-	5	5

Table 25. Out of Province Universities Attended, September 1988 to August 1993 by Sex (continued)

	Sept. 1988 to Aug. 1989			Sept. 1989 to Aug. 1990			Sept. 1990 to Aug. 1991			Sept. 1991 to Aug. 1992			Sept. 1992 to Aug. 1993		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
University of Trier (Germany)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Waterloo	1	-	1	1	-	-	1	-	1	1	-	1	2	2	4
University of Western Ontario	2	4	6	2	4	6	2	4	6	2	5	7	-	2	2
University of Western Art	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Windsor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Wisconsin	-	-	-	-	-	-	1	-	1	1	-	1	1	-	1
Washington State University	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wayne State University	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Western States Chiropractic Coll.	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Western Washington Univ. (USA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Wichita State University (USA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
York University	-	1	1	1	1	2	-	1	1	-	1	1	1	1	2
Not Specified	1	-	1	1	-	1	1	-	1	2	-	2	1	-	1
Total	**21**	**15**	**36**	**29**	**14**	**43**	**30**	**17**	**47**	**44**	**17**	**61**	**36**	**28**	**64**
% Total P.S. Places	**6**	**6**	**6**	**8**	**6**	**7**	**8**	**7**	**8**	**12**	**7**	**10**	**10**	**12**	**11**

Table 26. Out of Province Universities Attended, September 1993 to February 1998 by Sex

	Sept. 1993 to Aug. 1994			Sept. 1994 to Aug. 1995			Sept. 1995 to Aug. 1996			Sept. 1996 to Aug. 1997			Sept. 1997 to Feb. 1998		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Athabasca University	4	1	5	-	-	-	1	-	1	1	-	1	-	-	-
American University (USA)	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Canadian Chiropractic College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Carleton University	1	-	1	1	-	1	-	-	-	-	-	-	1	1	2
College St. Croix, Belgium	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CUNY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Concordia University	1	-	1	-	-	-	1	-	1	1	-	1	2	-	2
Dalhousie University	1	-	1	1	-	1	-	-	-	-	-	-	-	-	-
Eastern Washington University	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ferris State University	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Harding University	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Konan University (Kobe, Japan)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lakehead University	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
London School of Economics	1	-	1	1	-	1	-	-	-	-	1	1	-	-	-
McGill University	-	-	-	1	1	2	1	1	2	1	2	3	1	2	3
McMaster University	1	-	1	1	1	2	1	1	2	1	1	2	-	2	2
McQuarie	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Oregon State University	-	-	-	-	-	-	1	1	2	1	1	2	1	1	2
Osgoode Hall Law	-	-	-	-	1	1	-	1	1	-	1	1	-	1	1
Pacific University (USA)	1	-	1	1	-	1	-	-	-	-	-	-	-	-	-
Queens University	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1
Royal Military College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ryerson	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
San Diego State University	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Sonoma State University	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Southern College, Tennessee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Syracuse University	-	-	-	-	-	-	1	-	1	1	-	1	-	-	-
TGU Japan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Trent University	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
U C France	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
UCLA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Université Laval	1	-	1	1	-	1	-	-	-	-	-	-	-	-	-
University College, London	1	-	1	-	-	-	1	-	1	1	-	1	1	-	1
University of Alberta	7	5	12	2	5	7	1	4	5	1	3	4	1	2	3
University of Calgary	2	3	5	1	3	4	-	5	5	2	6	8	1	4	5
University of Frieborg, Germany	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Guelph	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
University of Indiannapolis	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
University of Lethbridge	1	-	1	1	-	1	2	-	2	1	1	2	1	2	3
University of Liverpool	-	-	-	-	-	-	1	-	1	1	-	1	1	-	1
University of Lyon (France)	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-
University of Manitoba	1	-	1	1	-	1	2	-	2	-	-	-	1	-	1
Univesity of One Nations (USA)	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Univesity of Ottawa	1	-	1	1	-	1	-	1	1	-	-	-	-	-	-
UQTR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
University of Reading (UK)	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-
University of Saskatchewan	2	-	2	1	2	3	-	2	2	-	1	1	-	1	1
University of Sheffield (UK)	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Univ. of Technology (Australia)	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1
University of Toronto	1	6	7	2	6	8	2	5	7	1	3	4	-	1	1

Table 26. Out of Province Universities Attended, September 1993 to February 1998 by Sex (continued)

	Sept. 1993 to Aug. 1994			Sept. 1994 to Aug. 1995			Sept. 1995 to Aug. 1996			Sept. 1996 to Aug. 1997			Sept. 1997 to Feb. 1998		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
University of Trier (Germany)	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
University of Waterloo	1	2	3	3	1	4	3	1	4	2	-	2	2	-	2
University of Western Ontario	-	1	1	1	-	1	-	1	1	-	1	1	-	1	1
University of Western Art	1	-	1	1	-	1	1	-	1	-	-	-	-	-	-
University of Windsor	-	-	-	-	-	-	1	-	1	1	-	1	-	-	-
University of Wisconsin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Washington State University	1	-	1	1	-	1	-	-	-	-	-	-	-	-	-
Wayne State University	-	1	1	-	1	1	-	1	1	-	1	1	-	-	-
Western States Chiropractic Coll.	1	1	2	1	1	2	-	-	-	-	-	-	-	-	-
Western Washington Univ. (USA)	1	-	1	1	-	1	1	-	1	-	-	-	-	-	-
Wichita State University (USA)	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1
York University	-	1	1	-	-	-	1	-	1	1	-	1	1	-	1
Not Specified	1	2	3	-	1	1	1	1	2	1	-	1	-	-	-
Total	35	24	59	24	23	47	23	25	48	22	24	46	23	18	41
% Total P.S. Places	13	12	13	10	13	12	12	17	14	12	19	15	14	16	15

Table 27. Out of Province Community Colleges Attended, September 1988 to August 1993 by Sex

	Sept. 1988 to Aug. 1989			Sept. 1989 to Aug. 1990			Sept. 1990 to Aug. 1991			Sept. 1991 to Aug. 1992			Sept. 1992 to Aug. 1993		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Alberta College of Art and Deisgn	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Alberta Vocational College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Big Bend Com. College (Wash)	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Centennial College	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-
Dawson College	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Fairview College (Alberta)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fanshawe College (Ont)	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
Grande Prairie Regional Coll.	4	1	5	2	1	3	1	-	1	-	-	-	-	-	-
Humber College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
King's College	1	-	1	1	-	1	1	-	1	-	-	-	-	-	-
Lethbridge C.C.	-	-	-	-	-	-	-	-	-	-	1	1	-	1	1
Medicine Hat	-	-	-	-	-	-	1	-	1	1	-	1	1	-	1
Michner Institute for Applied Health Sciences (Toronto)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mount Royal	2	-	2	2	-	2	-	-	-	-	-	-	2	-	2
Northern Alberta Inst. Tech. (NAIT)	-	-	-	-	-	-	-	-	-	-	1	1	-	1	1
Olds College	-	-	-	-	-	-	1	-	1	1	-	1	1	-	1
Red Deer College	-	-	-	-	-	-	2	-	2	1	-	1	-	-	-
Southern Alberta Inst. Tech. (SAIT)	-	1	1	-	1	1	-	1	1	-	1	1	1	2	3
Seneca College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sheridan College	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-
SIAST	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sir Sanford Fleming College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Unspecified	-	-	-	-	-	-	-	1	1	-	1	1	-	-	-
Total	7	2	9	6	2	8	7	2	9	3	4	7	6	5	11
% Total P.S. Places	2	1	1	2	1	1	2	1	2	1	2	1	2	2	2

Table 28. Out of Province Community Colleges Attended, September 1993 to February 1998 by Sex

	Sept. 1993 to Aug. 1994			Sept. 1994 to Aug. 1995			Sept. 1995 to Aug. 1996			Sept. 1996 to Aug. 1997			Sept. 1997 to Feb. 1998		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Alberta College of Arts & Design	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Alberta Vocational College	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Big Bend Comm. Col. (USA)	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-
Centennial College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dawson College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fairview College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fanshawe College (Ont)	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-
Grande Prairie Regional College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Humber College (Ont)	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-
King's College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lethbridge Community College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medicine Hat	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Michener Institute for Applied Health Sciences (Toronto)	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-
Mount Royal	1	-	1	-	-	-	1	-	1	1	-	1	1	-	1
Northern Alberta Inst. Tech. (NAIT)	-	-	-	-	-	-	-	1	1	-	2	1	-	-	-
Olds College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Red Deer College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Southern Alberta Inst. Tech. (SAIT)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sheridan College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SIAST	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Sir Sandford Flemming Col. (Ont)	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Specified	-	1	1	-	1	1	-	-	-	1	-	1	1	-	1
Total	5	1	6	0	2	2	2	2	4	3	2	5	2	1	3
% Total P.S. Places	2	1	1	0	1	0	1	1	1	2	2	2	1	1	1

Table 29. Out of Province University Colleges Attended, September 1988 to August 1993 by Sex

	Sept. 1988 to Aug. 1989			Sept. 1989 to Aug. 1990			Sept. 1990 to Aug. 1991			Sept. 1991 to Aug. 1992			Sept. 1992 to Aug. 1993		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Augustana College	-	2	2	-	1	1	-	1	1	-	1	1	-	-	-
Canadian Union College	1	-	1	-	1	1	-	-	-	-	-	-	-	-	-
Total	1	2	3	0	2	2	0	1	1	0	1	1	0	0	0
% Total P.S. Places	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0

Table 30. Out of Province University Colleges Attended, September 1993 to February 1998 by Sex

	Sept. 1993 to Aug. 1994			Sept. 1994 to Aug. 1995			Sept. 1995 to Aug. 1996			Sept. 1996 to Aug. 1997			Sept. 1997 to Feb. 1998		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Augustana College	-	-	-	3	1	4	-	1	1	-	1	1	-	1	1
Canadian Union College	-	-	-	1	-	1	5	2	7	3	-	3	-	-	-
Total	0	0	0	4	1	5	5	3	8	3	1	4	0	1	1
% Total P.S. Places	0	0	0	2	1	1	3	2	2	2	1	1	0	1	0

Table 31. Private Training Institution Attended in British Columbia, September 1988 to August 1993 by Sex

	Sept. 1988 to Aug. 1989			Sept. 1989 to Aug. 1990			Sept. 1990 to Aug. 1991			Sept. 1991 to Aug. 1992			Sept. 1992 to Aug. 1993		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Academy of Learning	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Adler School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Alliance Francais	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bartending School	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-
BC Forestry Continuing Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BC Securities Institute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Blanche MacDonald Institute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Burnaby College	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-
Canadian Electolysis College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Canadian Mill Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Canadian School of Nat'l Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Canadian Travel School	1	-	1	-	-	-	-	-	-	-	-	-	1	-	1
Career Development Institute	-	-	-	-	-	-	-	-	-	1	-	1			
Chinook Helicopters	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
College of Optics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Columbia Acad. Recording Arts	-	-	-	-	-	-	-	1	1	-	1	1	-	-	-
Columbia Bible College	3	2	5	3	2	5	1	1	2	-	-	-	-	-	-
Compu College	1	-	1	-	-	-	-	-	-	1	-	1	1	-	1
Control Data Instit	-	-	-	-	-	-	-	-	-	-	-	-			
Counsellor Training Institute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CSI	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Family Resource Inst.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fine Arts Bartending	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Forestry Training School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
G R Tech	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Helen Lafeaux School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ICBC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Inst. of Forest Engineering of BC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance Institute of BC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
JHJ Holdings Inc.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
KAMED	1	-	1	-	-	-	-	-	-	1	-	1	-	-	-
Kaplan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maple Ridge First Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Maple Ridge Indust. Trgn	-	-	1	-	-	-	-	-	-	-	-	-	-	1	1
McKay Technical	-	-	-	-	1	1	-	-	-	-	-	-	-	1	1
Metro	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Nails Royale	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Okanagan Col. Massage Therapy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pacific Institute of Refexology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PADI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pitman Business	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Raymunds	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Silva Forestry Found.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tourism Training Institute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vancouver Film School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
W. Coast Col. Massage Therapy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Western Montessori Teach. Coll.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Western Pentecostal College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Specified	1	-	1	-	-	-	1	-	1	1	-	1	3	-	3
Total	**9**	**2**	**11**	**3**	**3**	**6**	**3**	**3**	**6**	**4**	**1**	**5**	**6**	**4**	**10**
% Total P.S. Places	**2**	**1**	**2**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**2**	**2**	**2**

Table 32. Private Training Institution Attended in British Columbia, September 1993 to February 1998 by Sex

	Sept. 1993 to Aug. 1994			Sept. 1994 to Aug. 1995			Sept. 1995 to Aug. 1996			Sept. 1996 to Aug. 1997			Sept. 1997 to Feb. 1998		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Academy of Learning	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Adler School	1	-	1	1	-	1	1	-	1	2	-	2	2	-	2
Alliance Francais	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Bartending School	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-
BC Forestry Continuing Studies	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-
BC Securities Inst.	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-
Blanche MacDonald Inst.	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-
Burnaby College	-	-	-	1	-	1	1	-	1	-	-	-	1	-	1
Canadian Electrolysis Colege	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-
Canadian Mill Services	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Canadian School of Nat'l Nutrition	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Canadian Travel School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Career Development Institute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Chinook Helicopters	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
College of Optics	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Columbia Acad. Recording Arts	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Columbia Bibile College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Compu College	1	1	2	1	-	1	-	-	-	-	-	-	-	-	-
Control Data Institute	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1
Counselor Training Institute	1	-	1	-	-	-	1	-	1	1	-	1	-	-	-
CSI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Family Resource Inst.	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-
Fine Arts Bartending	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Forestry Training School	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-
GR Tech	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Helen Lafeaux School	-	-	-	1	-	1	1	1	2	1	1	2	1	-	1
ICBC	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-
Inst. of Forest Engineering of BC	-	-	-	-	-	-	1	-	1	-	1	1	-	1	1
Insurance Institute of BC	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
JHJ Holdings Inc.	-	-	-	-	-	-	-	-	-	-	1	1	-	1	1
KAMAD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Kaplan	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-
Maple Ridge First Aid	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Maple Ridge Industrial Training	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
McKay Technical	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Metro	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nails Royale	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-
Okanagan Col. Massage Therapy	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Pacific Flying Club Training Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pacific Inst. of Reflexology	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
PADI Canada College	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Pitman Business School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Raymunds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Silva Forestry Found.	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-
Tourism Training Institute	-	-	-	-	-	-	1	-	1	1	-	1	-	-	-
Travel College	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
Vancouver Film School	-	-	-	1	-	1	1	-	1	-	-	-	-	1	1
W. Coast Col. Massage Therapy	-	-	-	1	-	1	1	-	1	-	-	-	-	-	-
Western Montesson Teachers Col.	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
Not Specified	-	1	1	-	1	1	1	3	4	1	5	1	-	4	4
Total	7	5	12	9	3	12	12	4	16	13	8	21	10	7	17
% Total P.S. Places	3	3	3	4	2	3	6	3	5	7	6	7	6	6	6

Table 33. Private Training Institution Attended outside British Columbia, September 1988 to August 1993 by Sex

	Sept. 1988 to Aug. 1989			Sept. 1989 to Aug. 1990			Sept. 1990 to Aug. 1991			Sept. 1991 to Aug. 1992			Sept. 1992 to Aug. 1993		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Baan Busines IT School (Nethnds)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Baptist Leadership Trainng	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Bay Area Summer Opera Inst.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bellingham Vocational Institute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Berklee (USA)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bible College - Not Specified	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-
Briercrest Bible College, Sask.	3	1	4	3	1	4	-	1	1	1	1	2	1	-	1
Brussels Business School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Calvin College	-	-	-	1	1	2	1	1	2	-	1	1	-	-	-
Canadian Bible College, Sask.	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Canadian Chiropractic College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Canadian Col Naturopathic Med.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capernway Bible Institute	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CMCC Chiropractic (Ont)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CSI	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Customs & Excise College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Essex Ambulance Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
GIT	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-
ICS	-	-	-	-	-	-	1	-	1	1	-	1	1	-	1
Institute of Canadian Bankers	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Language Studies, Mexico	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mandarin College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Pitman Business School	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
Private Institute in Alberta (unspec.)	1	-	1	1	-	1	1	-	1	1	-	1	1	-	1
Trend College	-	2	2	-	1	1	-	1	1	-	-	-	-	-	-
Not Specified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	**8**	**4**	**12**	**6**	**3**	**9**	**3**	**4**	**7**	**3**	**2**	**5**	**4**	**0**	**4**
% Total P.S. Places	**2**	**2**	**2**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**	**1**	**1**	**0**	**1**

Table 34. Private Training Institution Attended outside British Columbia, September 1993 to February 1998 by Sex

	Sept. 1993 to Aug. 1994			Sept. 1994 to Aug. 1995			Sept. 1995 to Aug. 1996			Sept. 1996 to Aug. 1997			Sept. 1997 to Feb. 1998		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Baan Business IT Sch. (Nethnds)	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-
Baptist Leadership Training	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bay Area Summer Opera Inst.	-	-	-	-	-	-	1	-	1	1	-	1	-	-	-
Bellingham Vocational School	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
Berklee (USA)	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-
Bible College- Not Specified	-	-	-	-	-	-	1	-	1	-	-	-	1	1	2
Briercrest Bible College, Sask.	-	-	-	-	-	-	-	-	-	1		1	-	-	-
Brussels Business School	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-
Calvin College	-	1	1	-	-	-	-	-	-	1	-	1	1	-	1
Canadian Bible College, Sask.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Canadian Chiropractic College	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Canadian Col Naturopathic Med.	-	-	-	-	-	-	1	-	1	1	-	1	1	-	1
Capernway Bible Institute	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CMCC Chiropractic (Ont)	-	-	-	-	-	-	-	1	1	-	1	1	-	1	1
CSI	1	-	1	-	-	-	1	-	1	-	-	-	-	1	1
Customs & Excise College	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-
Essex Ambulance Service	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-
GIT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
ICS	1	-	1	-	-	-	-	-	-	1	1	2	-	1	1
Institute of Canadian Bankers	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Language Studies, Mexico	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-
Mandarin College	-	-	-	-	-	-	-	-	-	1	-	1	1	-	1
Pitman Business School	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Private Institute in Alberta (unspec.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Trend College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Specified	-	1	1	-	1	1	-	1	1	-	1	1	-	1	1
Total	2	2	4	1	3	4	6	3	9	6	4	10	5	6	11
% Total P.S. Places	1	1	1	0	2	1	3	2	3	3	3	3	3	5	4

Table 35. Other Institutions Attended in British Columbia, September 1988 to August 1993 by Sex

	Sept. 1988 to Aug. 1989			Sept. 1989 to Aug. 1990			Sept. 1990 to Aug. 1991			Sept. 1991 to Aug. 1992			Sept. 1992 to Aug. 1993		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Adult Education, High School	1	-	1	-	-	-	-	-	-	1	1	2	3	-	3
American Hotel/Motel Assn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Autism Training	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-
BC Cancer Sch. Rad. Therapy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Canadian Forces School of Comm. & Electronics	-	-	-	-	-	-	-	-	-	-	1	1	-	1	1
Canadian Securities Inst.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Centre d'études Francais Angers, France	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CGA Association of BC	1	-	1	3	-	3	3	-	3	2	-	2	5	1	6
CMA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Continuing Education, Delta	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Continuing Education, Langley	-	-	-	1	-	1	-	-	-	1	-	1	-	-	-
CRMPL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dietetic Internship	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
French Language at Sorbonne, Paris	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
High school upgrading	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Industrial First Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Institute of Chartered Accountants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance Institute of Canada	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Japanese Language School	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Kalamalka	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local 115 Training	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Reserve	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Military Training	1	-	1	-	-	-	2	-	2	2	-	2	2	-	2
Morris Comm. Skills Center	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
National Ballet School Teachers' Prg.	-	-	-	1	-	1	1	-	1	1	-	1	-	-	-
New Baptist Theology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Night School Terry Fox Secondary	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Orton-Gillingham Dyslexic Tutor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Out of country exchange program	1	-	1	-	-	-	1	-	1	-	-	-	-	-	-
Private High School in Japan	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Professional Development Courses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Professional Legal Training Courses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Regent College	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Royal Canadian Mounted Police	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Royal Canadian Navy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Royal Conservatory of Music	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Royal Lifesaving Society	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sheet Metal Workers Int'l Assn.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
St. Paul's Nursing Course	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Syracuse New York	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Specified	1	-	1	1	2	3	1	2	3	2	2	4	3	2	5
Total	**7**	**1**	**8**	**8**	**2**	**10**	**9**	**2**	**11**	**9**	**4**	**13**	**14**	**5**	**19**
% Total P.S. Places	**2**	**0**	**1**	**2**	**1**	**2**	**3**	**1**	**2**	**3**	**2**	**2**	**4**	**2**	**3**

Table 36. Other Institutions Attended, September 1993 to February 1998 by Sex

	Sept. 1993 to Aug. 1994			Sept. 1994 to Aug. 1995			Sept. 1995 to Aug. 1996			Sept. 1996 to Aug. 1997			Sept. 1997 to Feb. 1998		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Adult Education, High School	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
American Hotel/Motel Assn.	-	-	-	1	-	1	1	-	1	-	-	-	-	-	-
Autism Training	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BC Cancer Sch. Rad. Therapy	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-
Candian Forces School of Comm. & Electronics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Canadian Securities Inst.	-	1	1	-	-	-	-	1	1	3	1	4	2	1	3
Centre d'études francais, Angers, France	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CGA Association of BC	5	1	6	6	1	7	5	1	6	6	1	7	6	3	10
CMA	1	1	2	-	2	2	-	1	1	-	-	-	1	-	1
Continuing Education, Delta	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-
Continuing Studies, Langley	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CRMPL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dietetic Internship	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
French Language at Sorbonne, Paris	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
High School upgrading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Industrial First Aid	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-
Inst. Chartered Accountants	1	1	2	-	1	1	-	2	2	-	-	-	-	-	-
Insurance Institute of Canada	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Japanese Language School	1	-	1	1	-	1	1	-	1	-	-	-	-	-	-
Kalamalka	-	-	-	-	1	1	-	1	1	-	1	1	-	-	-
Local 115 Training	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Military Reserve	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Training	-	1	1	-	1	1	-	1	1	-	-	-	-	-	-
Morrice Comm. Skills Center	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
National Ballet School Teachers'Prg.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
New Baptist Theology	-	-	-	-	-	-	-	-	-	1	-	1	2	-	2
Night School Terry Fox Secondary	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
Orton-Gillingham Dyslexic Tutor	-	-	-	-	-	-	-	-	-	1	-	1	-	-	-
Out of country exchange program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Private High School in Japan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Professional Development Courses	1	-	1	1	-	1	1	-	1	1	-	1	1	-	1
Professional Legal Training Course	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-
Regent College	-	-	-	1	-	1	-	-	-	-	-	-	-	1	1
Royal Canadian Mounted Police	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Royal Canadian Navy	1	-	1	1	-	1	-	-	-	-	-	-	-	-	-
Royal Conservatory of Music	1	-	1	1	-	1	1	-	1	-	-	-	-	-	-
Royal Inland Hospital	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Royal Lifesaving Society	1	-	1	1	-	1	1	-	1	1	-	1	1	-	1
Sheet Metal Workers Int'l Assn.	-	-	-	-	1	1	-	1	1	-	1	1	-	1	1
St. Paul's Nursing Course	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Syracuse New York	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Not Specified	-	-	1	-	-	-	-	1	1	-	-	-	-	1	1
Total	15	6	21	14	7	21	11	9	20	15	5	20	16	7	23
% Total P.S. Places	6	3	5	6	4	5	6	6	6	8	4	6	10	6	8